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ABSTRACT

This report summarizes the activities and impact of the Alabama Information and Development System (AIDS), an educational resource project funded from 1976 to 1981 by a federal Dissemination Capacity-Building Grant. Computerized literature searches, collection of information on local educational programs in an Alabama Resource File, coordination of a network of local linkers for dissemination of educational information, and other AIDS services to the State Department of Education, intermediate agencies, and local school systems are identified in the introduction. Seven additional report sections comprise: (1) a summary of components and activities of the AIDS program, organized in relation to 10 program objectives; (2) a collection of charts listing AIDS accomplishments; (3) a discussion of institutionalization of AIDS and its future state funding; (4) an examination of AIDS involvement in promoting educational equity; (5) a description of AIDS impact on Alabama's educational system; (6) a presentation of user responses to AIDS services, and general guidelines related to dissemination of information on educational resources; and (7) a collection of six exhibits including forms, maps, questionnaires, and survey results from the AIDS program. Twenty tables and 27 maps and charts are provided in the body of the report. (ESR)

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The Alabama Information and Development System (AIDS): State Dissemination Capacity Building Grant

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Final Report
by
Jackie A. Walsh, Project Manager
and
R. Meade Guy, Project Director

September, 1981

Alabama Information and
Development System
Research, Planning and Information
Services Division

Alabama Department of Education
Montgomery, Alabama 36130
Wayne Teague, State Superintendent
of Education

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IR050035

Introduction

The Alabama Information and Development System (AIDS) was established in July, 1976, with an NIE State Dissemination Capacity Building Grant for the purpose of improving the SEA's capacity and ability to provide information which would result in sustained improvement in the schools of Alabama. Continuation funding by NIE, SEA support considerably in excess of the original commitment, successful solicitation, coordination and maximum utilization of other resources, plus the effectiveness and diligence of an exceptionally competent, productive and highly committed staff have been major factors contributing to Project success. Continuous self-evaluation, careful analysis of all facets of the operation, systematic planning, efficient management and staff utilization, sincerely solicited feedback and input from clients and linkers have characterized the AIDS operation throughout its existence. The synergistic effect of this approach enabled AIDS to provide a wide array of services on a far greater scale than anyone envisioned when the original proposal was written. By maximizing resources and optimizing services, AIDS has been able to impact positively the quality of educational experiences for students in Alabama schools.

AIDS major goal, providing current, relevant information that will be used in problem solving and improvement efforts, is being achieved by focusing upon the following principal elements: (1) the resource center, (2) linkage and (3) leadership. Over the five-year period of its operation, AIDS has developed and continues to expand an information center which is a unique resource in the Alabama SDE. Its services and capabilities include:

a. An average of 3,000 individual information requests per year from elementary and secondary educators, IHEs, SDE personnel, State Board of Education members, legislators, Governor's office, and other State agencies. Most of the responses involve a computerized literature search by which AIDS is able to access the output of the 16 national ERIC clearinghouses as well as the more than 100 information banks in the DIALOG* information system (e.g., Legal Resources Index, American Business Information, National Newspaper Index, Child Abuse and Neglect, etc.).

b. Develops linkages with other national sources of information through regular contact and utilization of materials and human resources from national educational labs and research centers. Examples of national and regional sources are: Education Commission of the States, Far West Laboratory for Educational Research and Development, Appalachia Educational Laboratory (AEL) and the National Center for Research in Vocational Education.

c. Encourages the use of current, relevant information at the local level by establishing a system of "local linkers" within Alabama. There are currently 52 school systems in which one or more local educators have been trained to inform personnel from their systems regarding AIDS' services and to assist them in identifying information needs and transmitting requests to AIDS.

d. Strives to translate research findings into educational practice through such functions as serving as the State Facilitator in Alabama for the National Diffusion Network (NDN) and working cooperatively with AEL and other agencies which seek more effective ways for disseminating r & d products.

e. Provides awareness of alternative programs and solutions to needs identified by local educators by conducting awareness workshops at which relevant research findings and exemplary programs are presented. AIDS also assists LEAs in follow-up efforts to implement appropriate programs.

f. Shares the educational successes of individuals and agencies by identifying outstanding local programs and practices and incorporating them into the Alabama Resource File which, in turn, is referenced when responding to requests for current information from local educators.

g. Responds to federal requests for proposals (RFPs) related to improving the capacity of state and local agencies to utilize information. In the past five years, AIDS staff has developed 12 competitive proposals, all of which have been funded, for a total of $957,389. AIDS also conducts or facilitates developmental projects. An example of a current effort is Project CAUSE, a collaborative venture of two large urban school systems (Birmingham and Mobile County) toward identifying common needs which can be addressed through sharing of locally developed programs and practices and the application of research and development products.

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*DIALOG, operated by Lockheed Information Systems, Palo Alto, California, provides immediate access to more than 35,000,000 units of information.

h. Cooperates with other SDE programs in promoting local school improvements. AIDS has provided information and assistance to support Title I and IV-C programs, vocational education curriculum development, research-based module development for the leadership management program, career education projects, etc.

i. Attempts to keep abreast of emerging trends by designing and conducting needs-sensing surveys and evaluation studies.

The AIDS office has the potential for providing expanded, more sophisticated and much needed services. Functions which the AIDS staff recognize as needing emphasis and which should be expanded if resources permit include the following:

a. Expansion of Resource Center

Services to educators would be improved if the physical resources of AIDS were expanded to include: (a) a limited professional library of selected periodicals which are referenced most frequently by users, (b) additions to the Alabama Resource File such as a human resource file, a complete cataloging of SDE publications, and a catalog of locally developed workshops designed for in-service programs, and (c) microfilming capability for cost-effective dissemination of certain products and materials.

b. Intra-departmental Linkages

AIDS user data show that SDE employees, with a few notable exceptions, utilize the AIDS resource center at an exceedingly modest rate. Every professional staff member in the SDE should be using the services available through AIDS to improve their job performance and to provide more effective support to local educators. Improved internal linkages may enable SDE staff to take advantage of the national perspective which the AIDS information services can provide for planning and decision making.

c. Proactive Dissemination

Specific target audiences should be identified and their opinions and information needs ascertained. Well-designed survey research methodology should be used to conduct needs-sensing surveys of these populations. Findings would enable the AIDS staff to assemble research findings and prepare information packets, training modules, etc., to assist planners in initiating programs which address emerging issues and concerns. Pilot programs could be conducted by AIDS staff and others to test new research findings as they are implemented in Alabama schools.

d. Transformation and Publication

Much needs to be done in transforming and synthesizing numerous and sometimes voluminous research reports into information useful to practitioners. A variety of publication formats and media should be utilized to impact specific categories of educators.

e. Local Linker Network

The developmental phase of AIDS required AIDS staff members to assume the role of making local educators aware of AIDS' services. During the next phase of AIDS' operation, much of the work at the local level would be performed through a more extensive network of better trained local linkers with increased responsibilities. Greater emphasis will be upon use of information for local planning, decision making and instructional improvement.

f. Research and Planning

AIDS personnel have the qualifications, experience and capability to design and conduct high quality action research to generate information for departmental planning. A close link between research and planning would be achieved through AIDS.

g. Evaluation and Feedback

AIDS has continually evaluated its activities in accordance with the requirements of the NIE grant. More comprehensive evaluations need to be designed which examine, on a departmental basis, how various data are gathered and processed and how all information is disseminated and utilized within the department and throughout the state.

Recent funding reductions and subsequent reordering of priorities at both the Federal and State level are reason for concern regarding the continuation and expansion of services provided by AIDS. Although the problems are real and serious, they are not insurmountable. In fact, despite the almost daily suffusion of "bad news," members of the AIDS staff are cautiously optimistic that the majority of AIDS services will be provided, if only on a year-to-year basis, without NIE funding. However, experience with this Project and the past history of failure of Federally funded programs to survive after Federal funds are no longer available, suggest that it was and is unrealistic to expect that many of the SCBP's will continue to function as originally envisioned without a reasonable amount of permanent Federal support. This discouraging conclusion, unfortunate but well-supported by overwhelming evidence, coupled with the positive impact of the SCBP, compels the AIDS staff to make one final appeal for long-term NIE financial support to the states which have developed an effective dissemination program and wish to continue this valuable service.

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A. Major Project Components and Activities

During its five years of existence, AIDS filled a previously existing void within both the SEA itself and the State's educational community-at-large by creating and operating a unified statewide dissemination/diffusion system which has effected improved capacity for change in the State's public schools (K-14).

AIDS' five-year developmental plan was based on three propositions concerning knowledge utilization and change in educational organizations:

1. The success of problem solving and improvement efforts in LEAs is directly related to the extent to which decisions in these agencies are based on current knowledge.
2. Local problem solving and improvement efforts, to be successful, must be collaborative in that basic decision making remains the prerogative of local personnel, but appropriate outside resources must be involved.
3. Local problem solving and improvement efforts, to be successful, must take the total organization and its environment into consideration.

AIDS' objectives and correlate activities were developed by reference to these three propositions and other theory-based considerations. AIDS' staff, however, have not been content to rely solely on a rationale developed at a fixed point in time based on the theories, findings and recommendations of those working in other contexts and environments. To create a viable and impactful program for Alabama educators, AIDS' staff have: (1) been ever-sensitive to the unique contextual considerations of the Alabama educational arena, (2) planned and conducted periodic needs sensing as well as feedback/evaluation activities, (3) designed and pursued a number of major intelligence-gathering projects, and (4) attempted to maintain their currency with regard to national issues, trends, and principles in the areas of information dissemination/diffusion, knowledge utilization, and change processes. These specific activities will be reported beneath the objectives to which they are most closely related.

AIDS has made substantial progress toward achievement of each of the ten program objectives contained in the original (1976) project proposal. The project outcomes, in fact, exceed the projected outcomes contained in the original and continuation proposals. While many factors have contributed to the project's success, staff believe the major factor to be the extent to which program services and activities have met the needs of the client groups served. Specific project outcomes, categorized according to program objectives, are presented below. Cumulative effects of the project as well as year-by-year outcomes are presented where appropriate.

Objective 1: Legitimize AIDS within the SDE and establish a permanent dissemination/diffusion unit in the Department.

Legitimization of AIDS within the SDE is evidenced by an ever-increasing understanding and acceptance by SDE leadership and staff and LEA personnel of the role and functions of a dissemination/diffusion unit. Increased requests for services indicate support from LEA leadership. Cooperative efforts with the SDE's Title IV office have resulted in an increased number of LEAs submitting project proposals for Title IV funding that are based on Research and Development findings and/or are adaptations of nationally-validated programs. Direct State budgetary support, State contributions in equipment, State-supported computer services through Auburn University, microfiche reproduction services, the use of State university and APLS library facilities, the willingness of both SDE staff and LEA personnel to function in linker roles, AIDS' placement in the Division of Research and Information Services--all augur well for the long-range existence of AIDS.

Coordination of AIDS' Activities with Ongoing Local School Improvement Efforts Conducted by Other SDE Units. During Year One, AIDS' training focus was upon SDE staff; follow-up training sessions for this target group have been conducted in subsequent project years. Early training sessions were designed to develop "user capacity" of SDE staff members themselves as well as to provide a knowledge and competency base that would enable staff to function as linkers/facilitators between their clients and AIDS. Continued efforts have been made to reinforce and update these learnings.

During Years Four and Five, AIDS undertook a number of new initiatives and overtures to other SDE staff. These new initiatives stressed collaborative rather than more cooperative action. That is to say, AIDS has attempted to encourage joint planning, conduct and ownership of a number of activities, rather than just mutual assistance. To date, achievements have been only modest, in part perhaps because this type approach does not characterize bureaucratic action. Examples of collaborative activities pursued are: (1) working with Division of Instruction education specialists in collaborative preparation, publication and dissemination of information in areas of statewide need as well as in provision of T.A. to clients on request; (2) working with various units (e.g., Title I, Title IV, career education, community education, staff development, vocational education, leadership and management, special education) in program improvement efforts via jointly planned/conducted workshops, etc.

AIDS continues its attempts to establish cooperative dissemination/diffusion patterns among various units within the SDE. Activities undertaken have promoted understanding, acceptance and support of AIDS' role and functions among the SDE's middle management and field staff as well as among LEA clients groups served.

AIDS' Assumption of Other Dissemination/Diffusion Activities. Since its inception in 1976, AIDS has been assigned or has assumed major dissemination/diffusion projects in addition to those set forth in the original project proposal. Primary among these was the Alabama Facilitator Project funded by USOE to the Alabama SDE in 1977. The placement of this project in the AIDS office has greatly enhanced the capability of the SDE's dissemination/diffusion efforts as well as AIDS' leadership role in coordinating the overall effort.

Widespread Awareness of AIDS' Existence, Role and Functions. Early intensive awareness efforts among both SDE, LEA, and other client groups have promoted AIDS' legitimization and institutionalization within the SDE. AIDS receives many referrals from the following sources: SDE leadership and staff, university professors and librarians, Alabama Public Library Service and public librarians, professional associations, etc. This is but one indication of the widespread awareness and acceptance of AIDS' existence and role.

Support from LEA Leadership. AIDS' staff believe the most important indication of AIDS' long-term legitimacy and survival to be the response of primary client groups to services offered by AIDS. This response is reflected in the requests for services (reported in other sections of this document) by individual educators across the State as well as by the active involvement of 65 LEA linkers in the AIDS' local linkage program.

Prospects for the long-range existence of AIDS appear bright despite overall budgetary cuts at both the Federal and State level. Budgetary support, organizational positioning and personnel permanence all lend credence to these prospects.

Budgetary Support. The direct State contributions to AIDS that were projected in the original proposal were exceeded during the second through fourth years of the project as indicated in the table below.

Table 1

STATE FUNDING, 1976-1980

	1976-77	1977-78	1978-79	1979-80
State Dollars Projected for AIDS	$16,250	$17,280	$55,040	$81,550
State Dollars Allocated to AIDS	16,250	37,150	66,063	95,966
Per Cent Increase in State Support	0	115%	20%	18%

This level of State support has been essential to AIDS' delivery of services and also reflects the SDE leadership's commitment to AIDS' continuation. State funding for the 1981-82 year is even more encouraging and impressive in view of the fact that during the past three years the SDE's total funding from State sources has been reduced by approximately 46 percent. The SDE's 1981-82 budget includes $225,000 for support of AIDS during the upcoming year.

The above figures do not include the following significant State contributions to AIDS' operation.

(1) Equipment. During the past five years, AIDS has received the great bulk of its equipment needs through inter- or intra-departmental transfer. Included among equipment added since the State's original contribution in 1976 are a Texas Instrument Silent 700 computer terminal, secretarial desks, executive desks, chairs, storage cabinets, desk lamps, filing cabinets, microfiche filing cabinets, an electric calculator, a typewriter, shelving, book cases, etc. All of this has been at no cost to the project.

(2) State-Supported Computer Services Through Auburn University (AU). AIDS' computerized searching of ERIC files via AU's Quandary system is heavily subsidized. AIDS is charged only $250/hour CPU time as compared to approximately $960/hour that would be charged through State government's centralized data processing division. AIDS also receives preferential rate in off-line print charges. In addition, AIDS is not charged at all for continuous on-line access to files, whereas AIDS would currently be subject to a considerable charge were the State government computer system used. This support is particularly impressive in view of the fact that from 60 to 70 percent of the computerized searches conducted by AIDS are run via Quandary.

(3) Microfiche Reproduction Services. Through special arrangements with the Retirement Systems of Alabama, AIDS is able to obtain microfiche reproduction at the rate of 4¢/fiche (cost of materials only). Other agencies have calculated actual cost at a minimum of 18¢/fiche (including staff time and amortization of equipment). AIDS has had in excess of 10,000 microfiche duplicated by RSA for delivery to clients. This represents a considerable savings to the project.

(4) Use of State University and Alabama Public Library Service (APLS) Library Facilities. Because the SDE does not maintain a professional library, AIDS was in an initial bind relative to microfiche and journal retrieval services (both of which were and are viewed as essential to the success and credibility of the program). AIDS has been afforded complete and open access to all library resources at Auburn University (AU), Auburn University at Montgomery (AUM) and the University of Alabama (UA). Because of staff proximity to these three institutions, these have served as literal extensions of AIDS' Resource Center with considerable benefit to the project. These resource connections did not just appear; rather,

AIDS has systematically developed relationships with these and other information centers throughout the State. APLS has made substantial resource contributions to AIDS by helping on both document retrieval as well as in tracking down answers to reference questions.

Staff Time of SDE and LEA Personnel. AIDS' success has rested upon the willingness of both SDE staff and LEA personnel to function in linker roles. (See discussion beneath Objective 2 below.) Untold hours have been devoted by several hundred individuals from these agencies to receipt of training and delivery of services. AIDS has not requested that linkers document actual time devoted to AIDS, for AIDS has attempted to capitalize on the premise that AIDS' linkage activities are logical functions for these designated linkers to assume as a part of their ongoing responsibilities, that linkage functions are both complementary and complimentary to their role performance. Because no portion of these individuals' salaries is paid by AIDS, requested or require record-keeping might be expected to inhibit their involvement.

It should be clear that the State of Alabama has contributed significantly to project resources through the above and other in-kind matching sources. No attempts have been made to place dollar figures on these contributions, for AIDS' staff do not believe the Institute to be interested in this type of mathematical game playing. The bottom-line key to AIDS' continuation is the hard dollar budgetary support committed by the SEA to this program. To date, this support has exceeded original projections, and in-kind contributions have enabled AIDS to provide services at the level demanded by client groups. AIDS will continue to seek and use the most cost-efficient techniques for service offerings so as to stretch limited dollar resources and to provide the kinds of services that will merit continued State support.

Organizational Positioning. Another important indicator of AIDS' legitimacy and permanency was the creation in 1978 of a new division within the SEA designated the Division of Research and Information Services. AIDS was one of the first three sections placed in this newly created division and is today a vital part of this organizational unit. Prior to its creation, there was no division in the SDE charged with delivery of information and dissemination/diffusion services. For this reason, AIDS was initially (in 1976) placed directly under the CSSO. This was a temporary, stopgap measure and was done with the understanding that, following anticipated reorganization, AIDS would be placed in an appropriate division. AIDS' Director now reports to a Division Director who reports to the CSSO. Although this may on the surface appear to be a move "down" in the organization for AIDS, in fact, the move was a positive step toward true institutionalization of AIDS and its functions. No longer is AIDS just an "add-on" unit; it is an integral part of an SDE whose leadership have committed themselves to its continuation.

Personnel Permanence. All of AIDS' staff members are now appointed through the State's merit system and are, as a result, permanent employees with associated rights and privileges, whereas, the majority of AIDS' initial staff were employed through contracts with the University of Alabama renewable on a yearly basis. Of AIDS' six professional staff members, one has been with the program since its inception (five years), two have four years of service, two joined the staff three years ago and the most recent addition has been with the Program for one year. The only University consultant to the project, Dr. James N. Wilmoth, Associate Professor, AU, has been with the project since its inception. AIDS now has a well-trained, competent, hardworking staff, all of whom exhibit a high level of commitment to the program goals and functions.

This resource is a very important factor in insuring the legitimacy and permanency of AIDS.

Objective 2: Develop a unified linkage system which will provide for two-way communication among AIDS, SDE staff and LEAs.

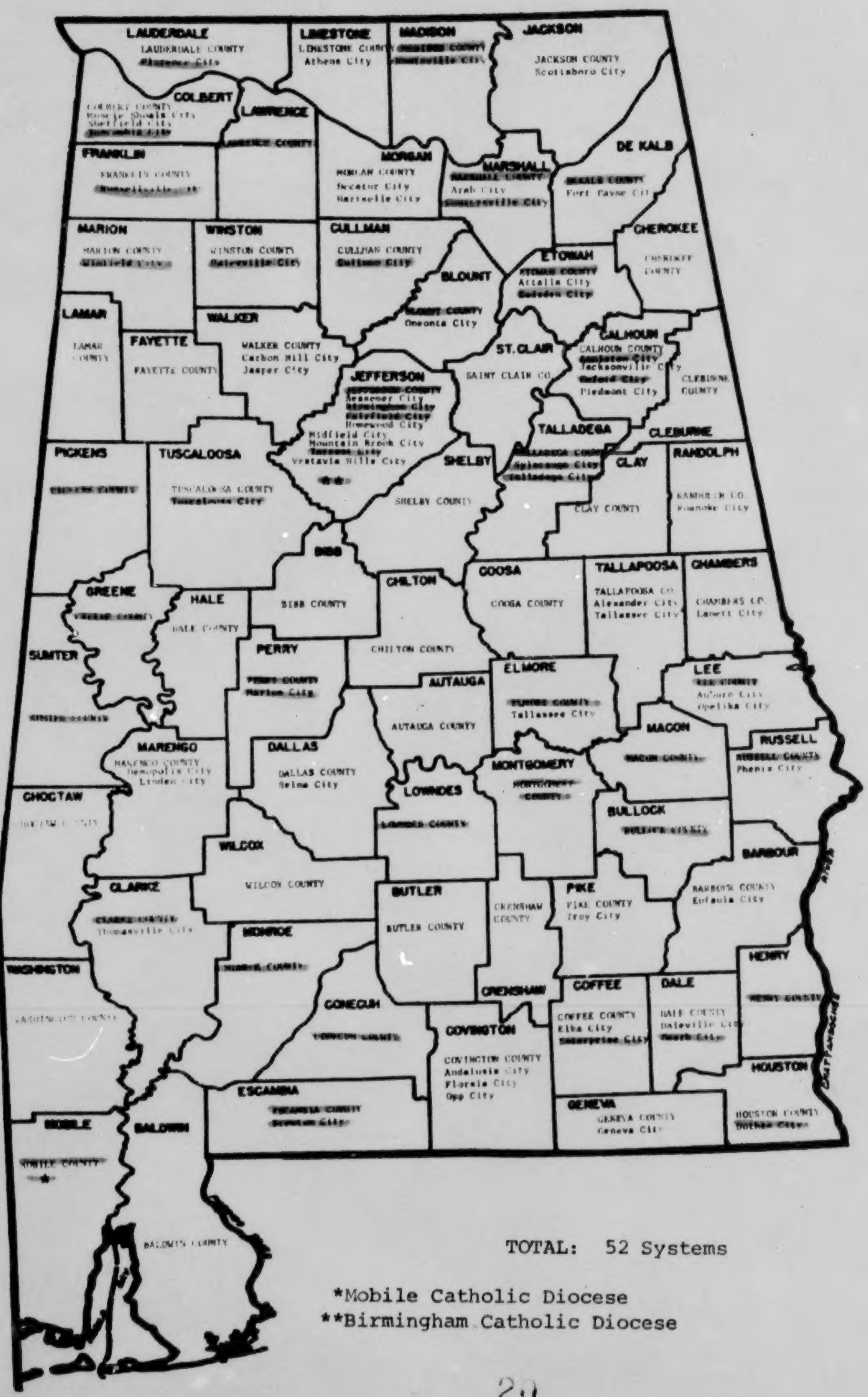
AIDS has devoted considerable project resources to the identification, training and support of both SDE and LEA linking agents. To date AIDS has approximately 150 trained linkers in place in these agencies including approximately 75 SDE field staff and 65 LEA staff members from 52 LEAs and the State's two Catholic dioceses (Figure I on following page shows location of local linkers). A number of other interested educators function as linkers in an informal manner. Highlights of the major accomplishments associated with developing and maintaining these linkages are provided below.

SDE Task Force. Organized during the first month of AIDS' existence, this internal advisory and support group contributed to both planning and implementation efforts during the early years. The Task Force included a representative from each SDE division based in Montgomery and met on an as needed (usually quarterly) basis. Task Force members received training in linkage and served as internal linkers within the SDE.

SDE Field Staff Members. AIDS provided formal training in linkage skills to a majority of the SDE's instructional field staff. These training sessions, conducted during Years One and Two of the project, ranged from 16-40 hours in length and were geared to the needs of individual participants. Emphasis during Years Three to Five was upon updating skills, maintaining informal communications with these individuals and adding other SDE staff members to the linkage system.

Figure I

School Systems with Local Linkers (1980-81)


LAUDERDALE
LAUDERDALE COUNTY
Florence City
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Athens City
MADISON
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Huntsville City
JACKSON
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Scottsboro City
COLBERT
COLBERT COUNTY
Muscle Shoals City
Sheffield City
Tuscumbia City
LAWRENCE
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FRANKLIN
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Russellville City
MORGAN
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Decatur City
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Guntersville City
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Fort Payne City
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Winfield City
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CHEROKEE
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BLOUNT
BLOUNT COUNTY
Oneonta City
ETOWAH
ETOWAH COUNTY
Attalla City
Gadsden City
LAMAR
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WALKER
WALKER COUNTY
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Jasper City
JEFFERSON
JEFFERSON COUNTY
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Birmingham City
Fairfield City
Homewood City
Midfield City
Mountain Brook City
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Talladega City
PICKENS
PICKENS COUNTY
TUSCALOOSA
TUSCALOOSA COUNTY
Tuscaloosa City
SHELBY
SHELBY COUNTY
CLAY
CLAY COUNTY
RANDOLPH
RANDOLPH CO.
Roanoke City
BIBB
BIBB COUNTY
GREENE
GREENE COUNTY
HALE
HALE COUNTY
CHILTON
CHILTON COUNTY
COOSA
COOSA COUNTY
TALLAPOOSA
TALLAPOOSA CO.
Alexander City
Tallassee City
CHAMBERS
CHAMBERS CO.
Lanett City
SUMTER
SUMTER COUNTY
PERRY
PERRY COUNTY
Marion City
AUTAUGA
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ELMORE
ELMORE COUNTY
Tallassee City
LEE
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Auburn City
Opelika City
MARENGO
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DALLAS
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Selma City
MACON
MACON COUNTY
RUSSELL
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LOWNDES COUNTY
MONTGOMERY
MONTGOMERY COUNTY
BULLOCK
BULLOCK COUNTY
WILCOX
WILCOX COUNTY
BARBOUR
BARBOUR COUNTY
Eufaula City
CLARKE
CLARKE COUNTY
Thomasville City
BUTLER
BUTLER COUNTY
CRENSHAW COUNTY
PIKE
PIKE COUNTY
Troy City
MONROE
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WASHINGTON
WASHINGTON COUNTY
HENRY
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CRENSHAW
COFFEE
COFFEE COUNTY
Elba City
Enterprise City
DALE
DALE COUNTY
Daleville City
Ozark City
CONECUH
CONECUH COUNTY
COVINGTON
COVINGTON COUNTY
Andalusia City
Florala City
Opp City
HOUSTON
CHATTAHOOCHEE
ESCAMBIA
ESCAMBIA COUNTY
Brewton City
GENEVA
GENEVA COUNTY
Geneva City
HOUSTON COUNTY
Dothan City
MOBILE
MOBILE COUNTY
*
BALDWIN
BALDWIN COUNTY

TOTAL: 52 Systems

*Mobile Catholic Diocese
**Birmingham Catholic Diocese

LEA Linkers. Since its inception, AIDS has been committed to the principle and practice of internal linkage. Hence, the systematic development of an LEA Linker Program has been a vitally important part of AIDS' five-year developmental plan. The program was installed during the second half of Year Two with the appointment and initial orientation of the first group of LEA linkers who were appointed by local school superintendents of 42 school systems which had demonstrated high interest in AIDS' services. Most superintendents appointed one linker only; several, however, appointed two. In addition, the State's two Catholic Departments of Education and two of the State's junior colleges appointed linkers. During Year Four of the project, heavy emphasis and considerable time and other resources were devoted to the development of local linkages in these pilot systems. Major accomplishments related to the development of the LEA Linker Program include the following.

(1) Two one-day orientation sessions were conducted in April, 1978, for newly appointed linkers. These utilized the consultative services of Dr. Joe M. Bohlen, Iowa State University rural sociologist; Richard Brickley, Director of RISE; Dr. David Crandall, Executive Director of The Network, Dr. Joseph T. Pascarelli, Education Improvement Center of Northwest New Jersey and Dr. Ron Havelock, NIE Fellow.

(2) AIDS' staff conducted two two-day training/planning sessions for a total of 32 linkers from 29 LEAs. The first of these was held in June, 1978, at Guntersville State Park; the second, in August, 1978, in Montgomery.

(3) Staff have prepared and distributed awareness aids to linkers including AIDS' posters, brochures, one-page descriptions of AIDS, questions and answers about AIDS, duplicates of slide-tape awareness presentation, etc.

(4) Staff developed and implemented system for monthly reporting to LEA linkers on all service requests received from personnel in their system.

(5) AIDS designed and conducted one-day workshop for LEA linkers held in November, 1978. Twenty-five linkers attended this session (at LEA expense) and received orientation to A Guide for AIDS' Users. In addition, linkers assisted in planning twelve area meetings that were hosted by LEA linkers for purpose of disseminating these "Users' Guides" to personnel in other LEAs.

(6) Staff has involved LEA linkers in planning, attending and participation in a variety of conferences, workshops, awareness sessions and training events.

(7) AIDS designed and conducted a three-day linker workshop held at Guntersville State Lodge and Convention Center, December 4-6, 1979. Thirty-nine (39) local linkers participated in this workshop, the theme of which was "Designing Dissemination/Diffusion Activities for Local School Improvement." AIDS' staff and other facilitators (SEA and outside consultants) assisted each local linker in developing a customized plan for his/her LEA. Four small work group sessions on days two and three were dedicated to designing these individual system plans. On the final day of the workshop, the linkers were divided into four "ALSO" groups--"ALSO" being the acronym for AIDS' Linker Support Operation--headed by one of the AIDS' staff members (i.e., Guy, Walsh, Cassidy, and Smith). The purpose of the "ALSO" network is to provide linkers with more personalized service and more regular communications from the AIDS Resource Center. More detail concerning this workshop is provided beneath Objective 7.

Two-way regular communications between LEA linkers and the AIDS' resource center and staff have characterized the Local Linker Program. A variety of other formal and informal activities were planned and conducted to promote and support this genre of linkage. Many associated accomplishments are reported in other sections of this report, one of which was of vital importance: the planning and conduct of a comprehensive intelligence gathering effort focusing upon local linkers, the environments in which they work, and the clients whom they serve.

Objective 3: Build a centralized system within the SDE for retrieval of resource information needed in problem-solving and improvement efforts.

The hub of all AIDS' activity is a centralized, comprehensive resource center operation capable of delivering information and supportive assistance to clients--when (two-week turnaround) and how (in requested format) needed. Establishment and orderly expansion of this resource center were key components of AIDS' developmental plan. Closely associated with the acquisition of resources and the training of staff in appropriate retrieval techniques was the development of a delivery system to satisfy client requirements. From the beginning, AIDS has simultaneously developed both generalized and comprehensive capability. While simultaneous pursuit of these capabilities has proven to be an ambitious and challenging undertaking, results have justified the effort. Alabama educators at all levels--from classroom teachers to central office administrators--lacked both knowledge of and access to varied information bases before AIDS' establishment. Response to AIDS' service offerings has been overwhelming as documented elsewhere in this report. Major accomplishments related to the attainment of this objective are capsulized below.

(1) Acquisition of In-House On-Line Computerized Retrieval Capability. In the first quarter of AIDS' life, this capability was developed through

training of two professional staff members in Dialog search techniques, acquisition of a computer terminal, and execution of a contract with Lockheed Information Services. Over the life of the project, new staff have received training so that all professionals have these retrieval skills. AIDS has taken advantage of numerous Lockheed and ERIC Clearinghouse training opportunities to update and improve staff competencies in this area. AIDS continues to train and utilize all staff in computerized retrieval techniques; however, two staff members have major responsibility for day-to-day strategy development and retrieval.

(2) Investigation of Alternative Retrieval System. Although AIDS relied heavily upon Dialog searching early on in project life, staff members have looked at other national retrieval systems as well as in-state possibilities in an effort to utilize the most cost-effective system(s) possible. Of particular benefit to the project has been the contractual arrangement with Auburn University's College of Education which has existed since the inception of AIDS. Through this contract and the resulting technical and consultative assistance of Dr. James N. Wilmoth (Associate Professor, Foundations of Education), AIDS has been able to capitalize on computerized searching of AU's ERIC files, first through use of Query system, but more recently through use of an on-line, interactive system developed by AU Computer Center employee, Don Hudson, which is known as "Quandary." This retrieval system has been refined considerably during the past three years largely in response to AIDS' needs and demands and now has sophistication that enables its use to satisfy the large majority (approximately 90%) of AIDS' requests for ERIC searches. A data collection and analysis activity was undertaken in Year Three to compare the overall effectiveness and efficiency of

Quandary to Dialog retrieval from ERIC files. Based on improvements in Quandary and findings resulting from aforementioned intelligence gathering, AIDS' staff have made ever-increasing usage of Quandary. Because Quandary searching is infinitely more economical than Dialog, AIDS, through increased usage of Quandary, has been able to meet increased user demands in spite of severe resource limitations.

(3) Acquisition of In-House Document Collection. AIDS has been at a disadvantage in document retrieval due to the absence of a professional library in the SDE. Limited resources have prevented AIDS from acquiring an extensive collection. An early decision was made to purchase portions of ERIC microfiche collection as resources permitted while maintaining an ongoing, current subscription to the ERIC collection. This tactic has resulted in AIDS now having ERIC collection, 1974-present. AIDS also has RIE and CIJE indexes for this time period.

Other in-house documents have been donations from other units and individuals within SDE. While AIDS plans to acquire selectively a number of frequently used references, present plans call for continued reliance upon linkages and agreements with other agencies to render document retrieval services to clients.

(4) Coordination of Resources with Other Agencies. AIDS' staff have made concerned and systematic efforts to establish mutually beneficial relationships with other agencies and institutions. As a result, AIDS has been able to avoid duplicative efforts and to maximize its operating efficiency. For example, AIDS' staff members have served on numerous APLS committees (including State Conference on Libraries and Information Centers preparatory to White House Conference). In turn, APLS has offered all reference and other resources to AIDS in its document retrieval effort. University libraries have also allowed AIDS complete and free access to

their collections. These relationships have enabled AIDS to provide document retrieval services to clients at minimum cost to the project.

(5) State Facilitator Project. By virtue of having the NDN Facilitator Project housed in AIDS, AIDS has immediate access to all JDRP--validated projects as well as to the T.A. network and associated services and resources of the NDN. This has proven to be an extremely valuable asset to the resource center operation. In an attempt to capitalize on this liaison, AIDS' staff have indexed and abstracted all D/D projects in an ERIC-compatible fashion for ease in retrieval and dissemination. All response packages to client requests include citations to these exemplary projects when applicable.

(6) Alabama Resource File (ARF). Now comprised of citations to more than 200 publications and 136 LEA promising programs/practices, this File (begun in Year One) has increased in size (number of entries) as well as in quality of citations (indexing and abstracting). Currently, ARF is searched manually in connection with the preparation of response packages to individual search requests. Planned automation has been delayed due to resource limitations, but as soon as resources permit, this File, completely ERIC-compatible, will be mounted in the AU Computer Center and searched using the Quandary retrieval system. AIDS received invaluable assistance in this effort from the NIE-ERIC technical assistance team which made a site visit to the Alabama SDE in August, 1978. Team members Chuck Hoover, Ted Brandhorst, Mima Spencer, and Pat Brown critiqued work done to that point and assisted in mapping a plan for conversion to automation.

The procedures used in identifying and securing promising programs/practices for inclusion in this File will be discussed beneath Objective 4 ("Building an intrastate resource base..."). SDE publications are submitted by SDE units.

(7) A Guide for AIDS Users. In an attempt to disseminate usable and comprehensive information concerning the kinds of information available through AIDS' resource center, staff produced a users' guide in the Fall of 1978 that contains both a compendium of resources available through AIDS as well as practical suggestions concerning access to and use of these informational resources. Over 300 of these Users' Guides were disseminated to LEA linkers, SDE linkers and interested LEA administrators. Dissemination occurred during one-hour orientation sessions conducted by the AIDS Director and Assistant Director. Twelve area meetings were held across the State in November-December, 1978, and were attended by approximately 180 individuals representing 60 LEAs. An SDE in-service session conducted in January, 1979, was the occasion for the dissemination of these manuals to SDE field staff linkers. This manual is serving to increase both the quantity and quality of usage of the resource center. The manual was updated in the fall of 1979 and additions/deletions were sent to all original receipients of the manual.

(8) Responding to Service Requests. The heart of the resource center operation is receiving, processing, and responding to requests for informational services. Procedures for providing these services have been streamlined and refined throughout the life of the Project. While Figure II shows the monthly activity by project year, Table 2 and Figures III-VI provide more graphic information regarding fluctuations in requests.

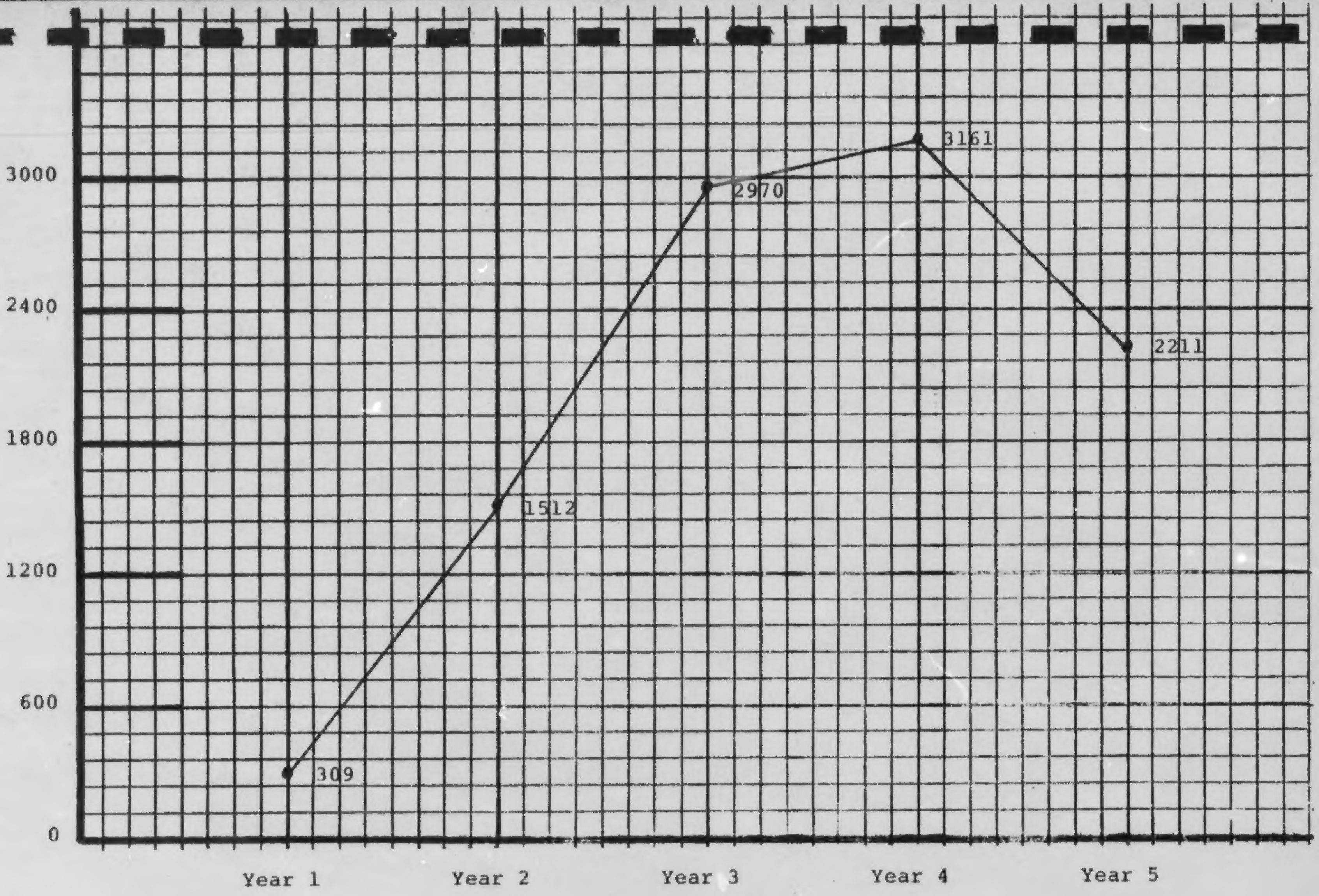


FIGURE II
INFORMATION REQUESTS RECEIVED BY PROJECT YEAR

Average = 2032.6

3 years were above average: Years 3,4 and 5

TABLE 2

REQUESTS FOR INFORMATION RECEIVED:

DESCRIBED BY MONTH -- BY PROJECT YEAR

MONTH	NUMBER OF REQUESTS PROCESSED					Total b Month
	1976-1977	1977-1978	1978-1979	1979-1980	1980-1981	
JULY	Project begins	36	129	258	66	489
AUGUST		49	138	279	47	513
SEPTEMBER	*26	168	303	157	218	872
OCTOBER	1	102	428	380	338	1249
NOVEMBER	1	76	324	165	154	720
DECEMBER	10	46	177	229	176	638
JANUARY	56	123	343	306	290	1118
FEBRUARY	34	252	297	410	213	1206
MARCH	57	180	201	248	160	846
APRIL	51	132	190	367	148	888
MAY	44	148	149	92	140	573
JUNE	29	200	291	270	261	1051
TOTAL	309	1512	2970	3161	2211	
				TOTAL FOR PERIOD		10,163

*First requests received September, 1976.

Figure III

Monthly Fluctuations in Information Requests by Project Year

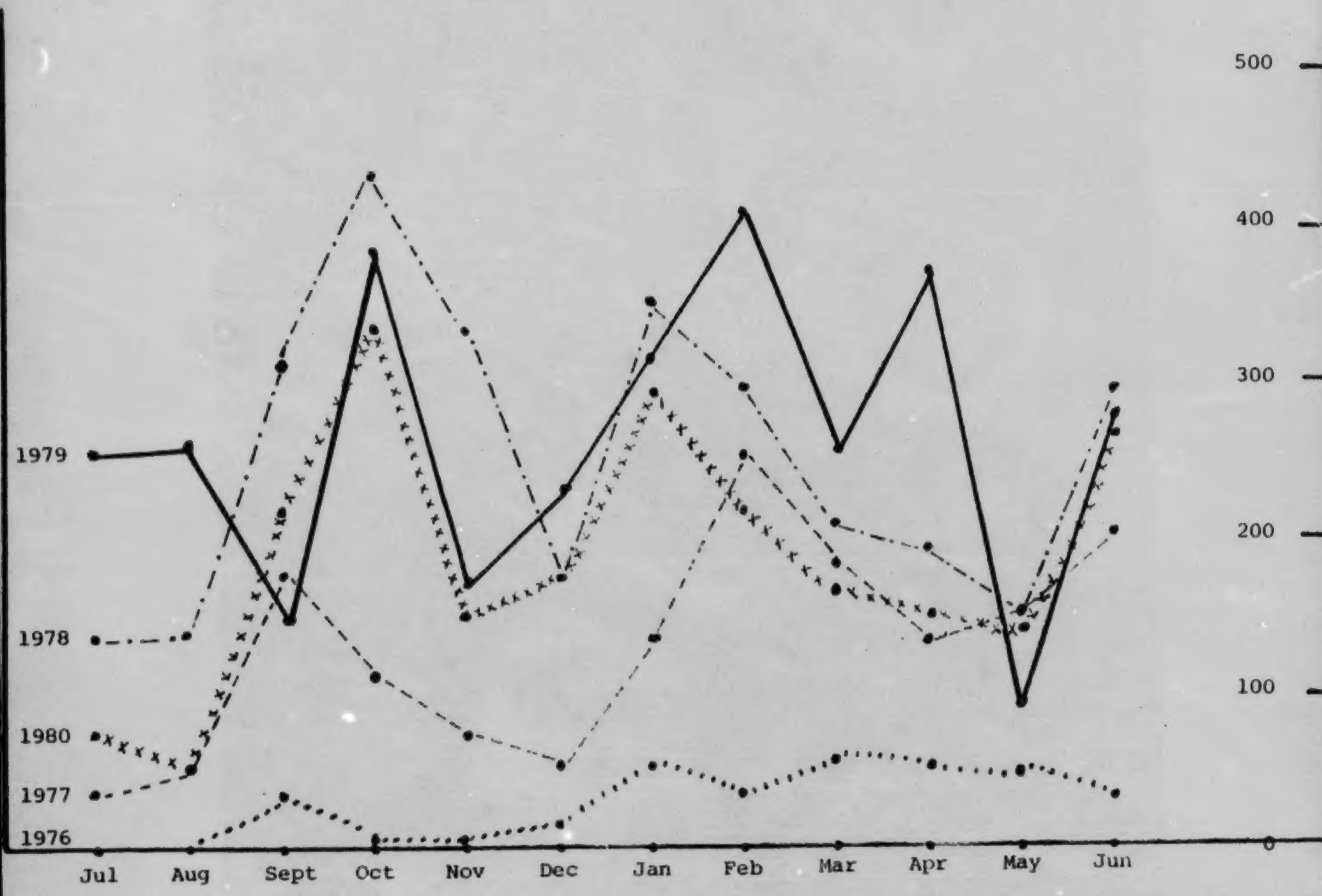


Figure IV

Information Requests Received
Described by Month, Including Average

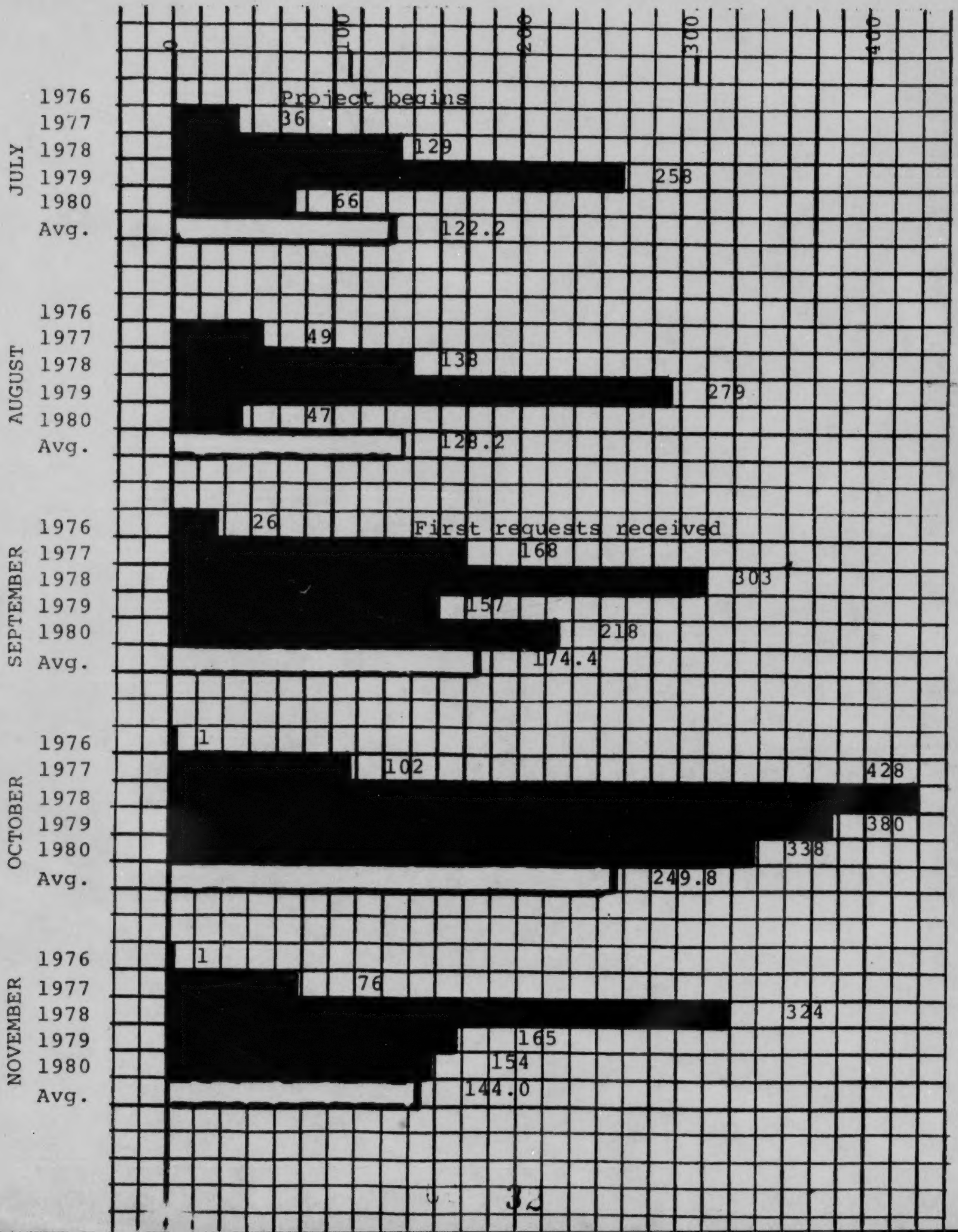


Figure IV

Information Requests Received
Described by Month, Including Average (Continued)

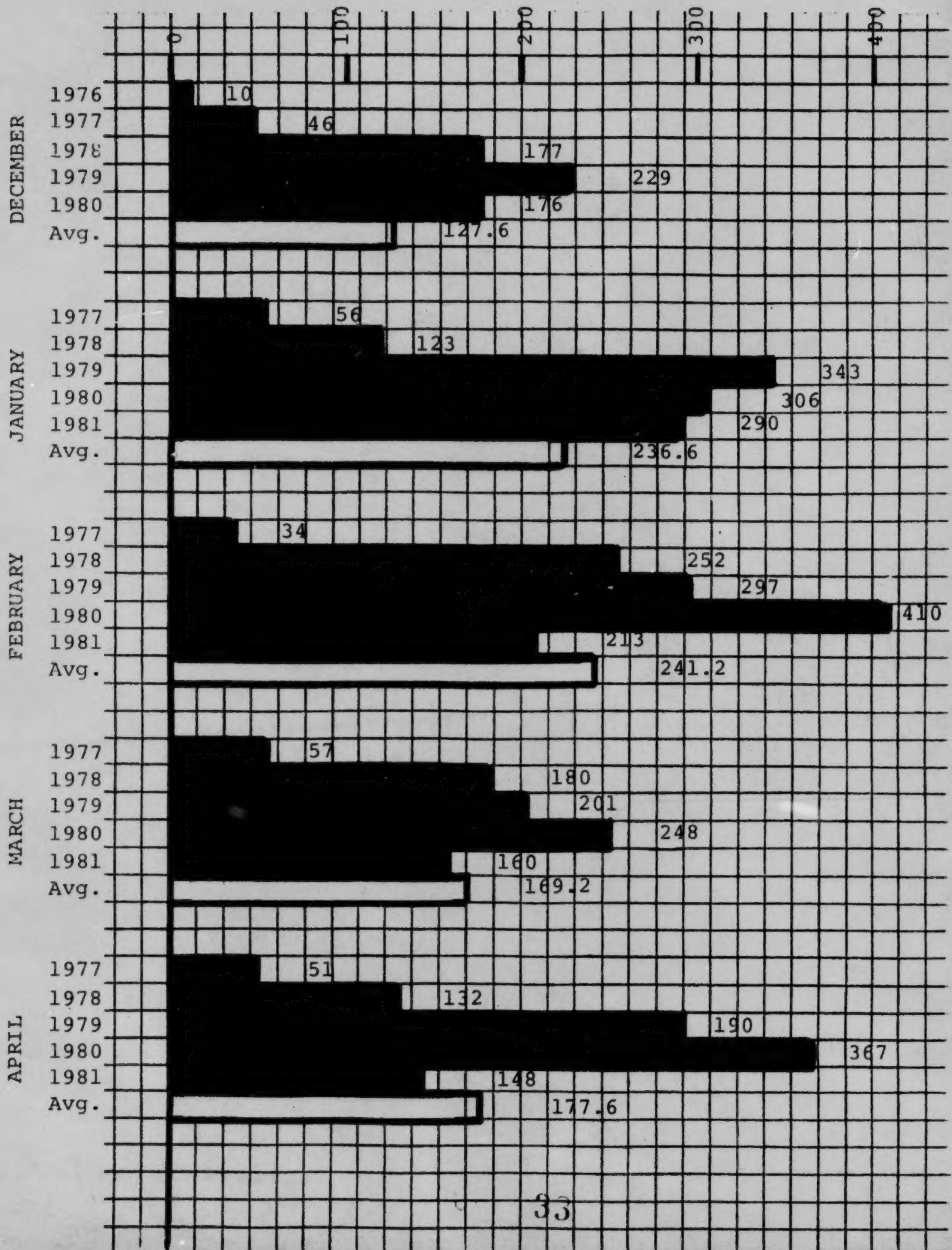


Figure IV

Information Requests Received
Described by Month, Including Average (Continued)

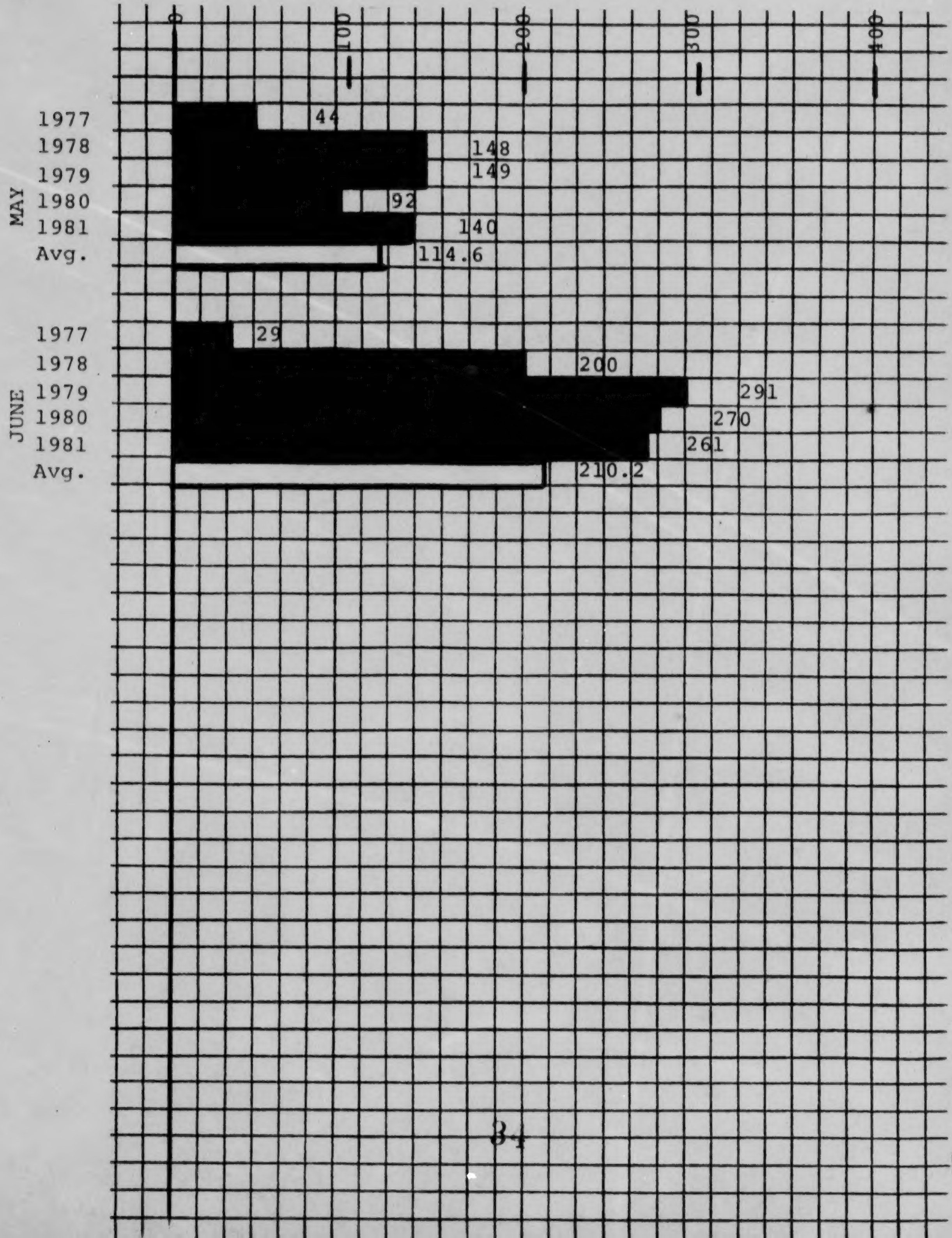


Figure V

INFORMATION REQUESTS RECEIVED BY MONTH OVER THE PROJECT PERIOD

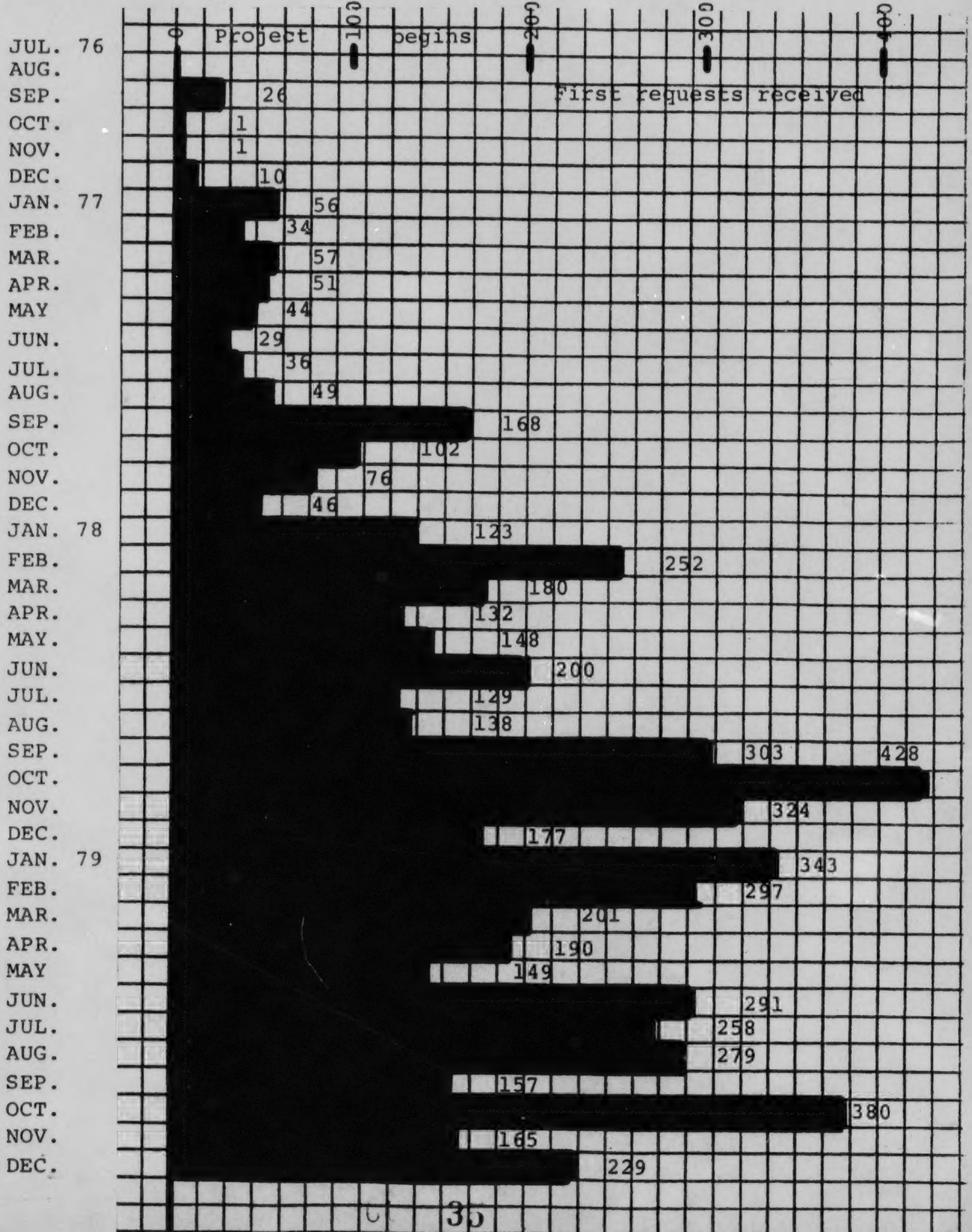


Figure V

INFORMATION REQUESTS RECEIVED BY MONTH
OVER THE PROJECT PERIOD (CONTINUED)

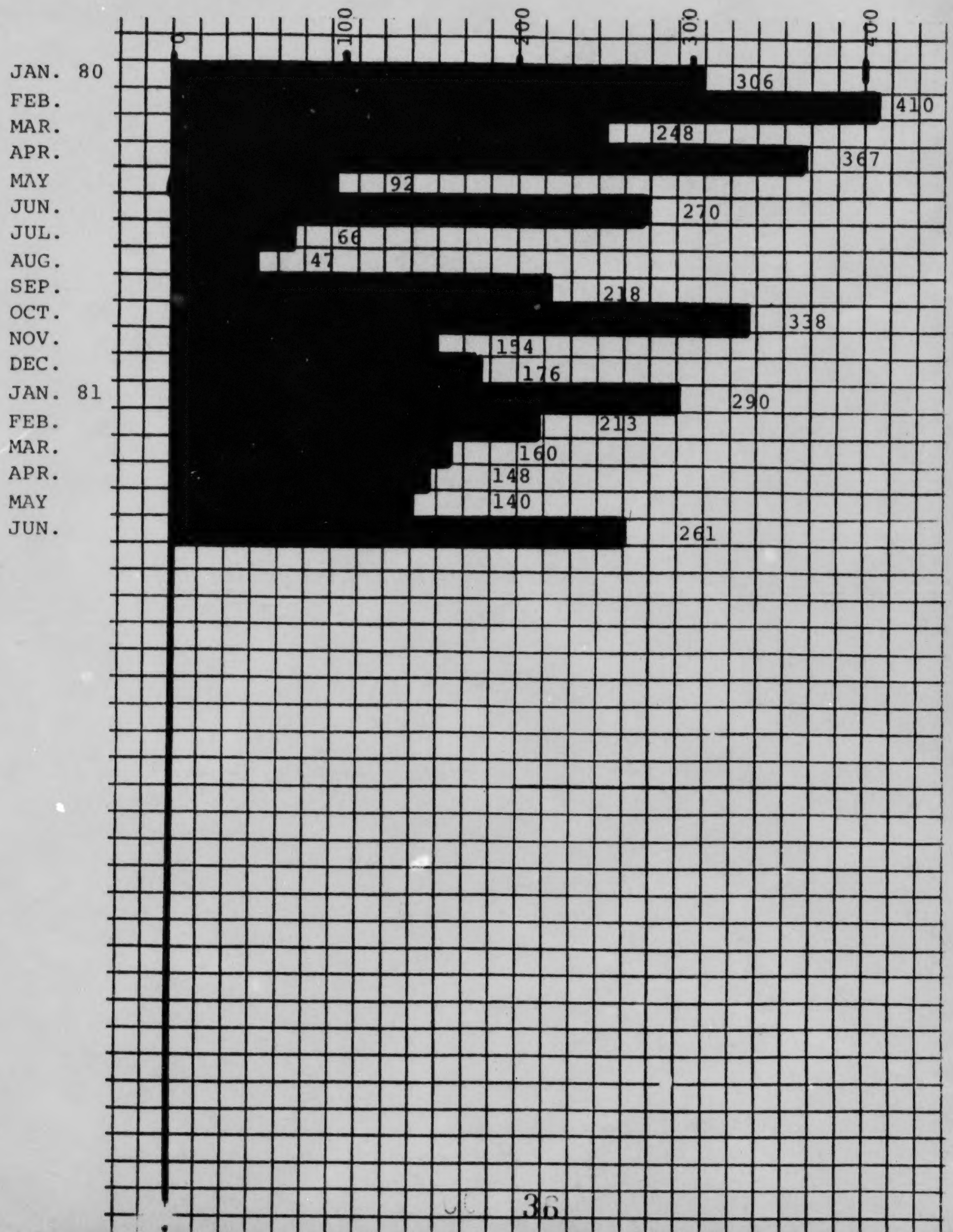
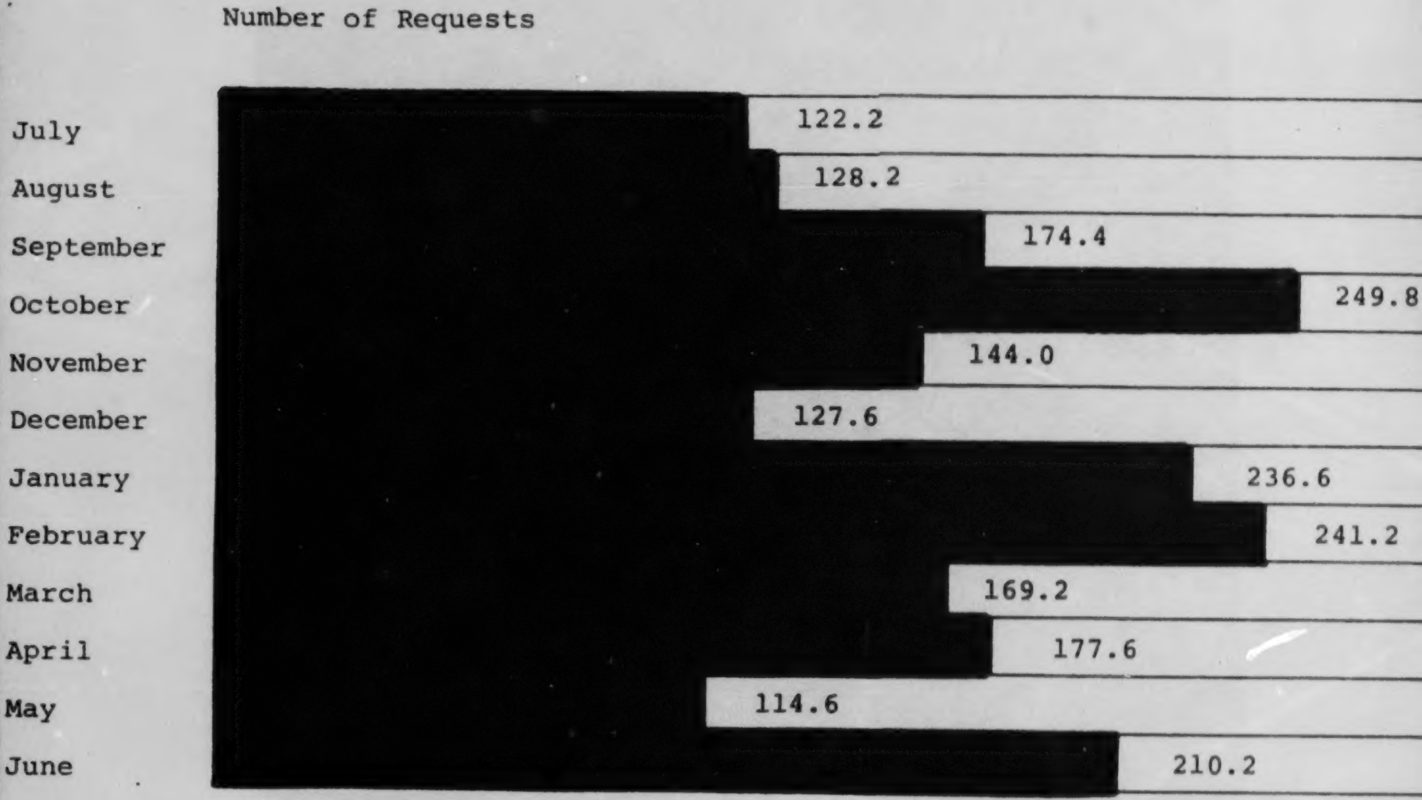


Figure VI

INFORMATION REQUESTS RECEIVED
DESCRIBED BY AVERAGE SEASONAL FLUCTUATION



Average Year Total: 2,082.70

1/2 inch = 20

AIDS' staff have been hard pressed to deliver requested services while concurrently attaining objectives in other areas of project development. If original projections of demands for services were underestimated, soo too were original projections of resource requirements. AIDS' continued need for adequate, permanent funding should be apparent in view of heavy demand for service delivery during the project's developmental period.

Objective 4: Building an intrastate resource base by identifying and validating promising programs and practices in educational agencies in Alabama.

Since the beginning of the project, AIDS has solicited promising programs and practices from local school systems to be included in the Alabama Resource File. In Year One, work began on a validation plan, and 13 programs/practices were submitted in a field test of the nomination and selection procedures. From feedback received, it was determined that staff resources would not permit a formal validation process, that an application form needed to be designed, and that all school systems completing the form would be included in the Resource File.

In Year Two, a 29-page "Application for Inclusion in the Alabama Resource File" was designed. As a result of a statewide solicitation, 59 activities from 21 school systems (13 city, 8 county) were added to the Alabama Resource File. Each has been indexed and abstracted in ERIC-compatible form for manual retrieval. There are now 136 projects in the Alabama Resource File representing 54 Alabama school systems (see Exhibit F). Information about all of these projects is disseminated as appropriate in AIDS' information packages.

In Year Three, the application form (see Exhibit A) used to solicit promising programs and practices was revised. All local school systems in the State are invited to submit projects for inclusion, annually, and nominations are requested also from AIDS' linkers and SDE staff. In addition, persons named as responsible for projects currently in the Resource File are asked to update information about their projects on an annual basis.

Objective 5: Develop awareness among prospective users of AIDS' availability, of its purposes, of outcomes which can be expected through its use, and of procedures for initiating its use.

Since the project's inception, AIDS' staff have made a total of 383 face-to-face awareness presentations to more than 13,000 Alabama educators. Table 3 presents summary statistics documenting AIDS' awareness activities.

In Year One, awareness efforts focused on SDE staff to encourage them to become AIDS' users and linkers. Staff also attempted to reach the leadership in LEAs. In Year Two, as in Year One, AIDS was very proactive in awareness activities. The focus was on both instructional and administrative staff in LEAs to encourage greater use of AIDS' services at this level. Invitations from IHEs were welcomed so as to reach students in preservice education courses. Presentations to professional organizations also expanded the number of possible AIDS' users. In Year Three, many awareness activities were coordinated through LEA and SDE linkers. In Year Four and Five, AIDS responded to invitations for "live" awareness presentations of one-two hours duration, rather than actively soliciting presentation opportunities. A shorter AIDS' general awareness is usually made as a part of all NDN awareness/training.

In a typical awareness session, staff give an overview of AIDS' services (using A-Vs as appropriate), distribute sample searches targeted

Table 3

Awareness Presentations

Audience	Year 1		Year 2		Year 3		Year 4		Year 5		TOTALS	
	P	R	P	R	P	R	P	R	P	R	P	R
SDE	14	189	2	430	17	690	3	58	2	48	38	1,415
LEA	3	652	73	2,840	64	2,354	72	2,299	83	1,178	295	9,323
IHE	1	115	6	124	9	200	9	224	2	24	27	687
Professional Organizations	2	50	12	878	3	485	1	10	5	169	23	1,592
TOTALS	20	1,006	93	4,272	93	3,729	85	2,591	92	1,419	383	13,017

P = Number of Presentations

R = Number Reached

for the particular audience; provide response to user requests (e.g., summaries/syntheses of r & d, additional information sources, etc.); explain the process of requesting information, negotiating requests, receiving information, ordering additional materials, document retrieval, answer questions; provide brochures and information request forms; stress importance of using information for educational improvement.

A number of useful awareness aids have been developed for use by AIDS' staff and linkers including:

> Brochures summarizing AIDS' services and capabilities. Staff has revised the brochure annually.
>
> Staff developed a two-part slide/tape presentation, "Information for Educational Improvement" during Year Two. The program was duplicated during Year Three and linkers are encouraged to borrow it for use in their school system.
>
> Staff developed an AIDS poster (three colors, 17" x 11") for use by AIDS' linkers in promoting awareness within their systems.
>
> As discussed in Objective 3, staff developed and disseminated a Guide for AIDS' Users to over 300 SDE staff and LEA leaders during Year Three.
>
> AIDS has a regular monthly block in Alabama Education, the official publication of the SDE, circulation approximately 55,000. AIDS lists particularly interesting searches, prepares multiple copies, and invites educators to request them. From time to time, r & d outcomes and other sources of pertinent information are referenced.
>
> Numerous articles about AIDS' activities have appeared in Alabama Education during the year.

Objective 6: Promote the improvement of equality of educational opportunity in the schools of Alabama

AIDS' Equal Educational Opportunity Plan has evolved over the life of the project. In Year One, a general plan was developed and implemented to the extent possible at the time. In Year Two, eight Alabama school systems were identified as potential target systems for AIDS' Equal Educational Opportunities activities. Superintendents of the systems were contacted by phone and on-site visits were made by an AIDS' consultant. The agenda for these visits included: clarification of the services provided by AIDS; a request that someone within the school system serve as an AIDS' linker; information about the availability of assistance through AIDS; information about AIDS' involvement in the Facilitator Project; and request for information from the school system for the Alabama Resource File. Linkers were obtained from all eight school systems and five of the systems submitted one or more projects for the Alabama Resource File.

In Years Three through Five, AIDS worked with the eight selected school systems in specially designed activities which are explained in detail in a subsequent part of this report.

Objective 7: Provide training in AIDS operation and utilization to AIDS' staff, SDE and LEA linkers, and clients at the State and local level.

AIDS' original proposal included heavy emphasis on training. Proposed target groups included AIDS' staff, SDE field staff, and LEA personnel including LEA linkers and LEA users. Appropriate training plans and designs were formulated to meet the special needs of the target groups involved. In Year One, the emphasis was on training SDE staff as both linkers and users. In Year Two, the emphasis was on training other SDE staff and updating the skills of those already trained. Training was expanded to LEA users. Most user training was on site in schools, but there was some training in higher education classrooms. This is still an area in which there is need for future development.

In Year Three, the focus was on linker training. The training sessions were conducted with SDE personnel: one with program coordinators and other leadership of the Division of Instructional Services; the second with SDE field staff. In addition, there have been individual conferences between AIDS' staff and interested SDE consultants. Also, two sessions for AIDS' linkers were conducted during Year Three. The agenda included in-depth training in use of AIDS' services, the negotiation process, the ERIC database, as well as linkage skills.

During Year Four, AIDS' staff designed two major training events: one for AIDS local linkers; the second, for LEA client groups.

The major linker training event was the linker workshop held December 4-6, 1979, at Guntersville State Lodge and Convention Center. The workshop design, influenced by results of AIDS' survey of local linkers and clients, afforded the 39 local linkers (representing 26 LEAs) with opportunities to: (1) develop/update their knowledge, skills, competencies related to performance of linkage roles; (2) develop individualized dissemination/diffusion plans for their respective LEAs; (3) share workable strategies with their colleagues and develop new strategies for activating their plans; and (4) develop rapport and communications channels with other linkers, AIDS' staff and individuals representing national and regional information centers and sources (i.e., ERIC, NDN, AEL, etc.).

A large number of individuals contributed to the workshop's success as both content and process facilitators. Included among 24 individuals serving as workshop facilitators were five SEA staff members (representing all five SDE divisions engaged in direct service delivery to LEAs); Ms. Sandra Orletsky, Assistant Director, Educational Services, AEL (regional lab); Ms. Mima Spencer, Deputy Director, ERIC Clearinghouse on Early Childhood and Elementary Education; Mr. Ralph Parish, former Kansas State Facilitator, representing NDN; and Dr. James N. Wilmoth, Auburn University (IHE). While formal workshop evaluations and informal assessments and observations attested to the overwhelming success of this event, workshop planners were perhaps most pleased with their success in attracting these 24 individuals from all levels and types of dissemination agencies as workshop facilitators. This, we hoped, demonstrated to AIDS' linkers AIDS' commitment to the fact and practice of coordinated dissemination. Involvement of these multiple parties also provided opportunities for planning collaboratively educational improvement efforts in the LEAs participating in this workshop.

The second major training design developed during Year Four was for a "Workshop on Workshops." Developed at the request of the Assistant Superintendent for Staff Development in Mobile (who is also the AIDS linker for his system), this workshop was planned for 40 staff development and instructional specialists, who are responsible for planning and conducting staff development and in-service experiences for teachers and other staff. Given that workshops are major vehicles for information dissemination in local schools, this particular effort seemed to be a most appropriate training and technical assistance activity for AIDS to design and deliver.

In addition to the aforementioned events, AIDS continued, as in years past, to arrange and facilitate training experiences for local school personnel in connection with installation of new programs and practices as well as to conduct one-day training events related to other aspects of information utilization. Table 4 summarizes training events conducted by AIDS since its inception.

Table 4

Training Events

Audience	Year 1		Year 2		Year 3		Year 4		Year 5		TOTAL	
	P	R	P	R	P	R	P	R	P	R	P	R
SDE	3	62	2	33	10	60	6	160	10	31	31	414
LEA	3	90	11	390	26	645	53	1,267	56	1,218	149	3,610
IHE	2	18	2	34	2	26	4	58	4	32	14	168
LEA Linkers	0	0	3	63	3	47	2	83	5	90	13	283
Professional Organizations	0	0	6	171	2	31	0	0	0	0	8	202
TOTALS	8	170	24	691	43	809	65	1,568	75	1,439	215	4,677

P = Number of Presentations

R = Number Reached

Objective 8: Provide technical assistance to LEAs in identifying and utilizing resource information for problem solving and improving educational programs.

AIDS provides technical assistance to LEAs in two manners: (1) Resource center staff members deliver a wide range of technical assistance services to clients. The most frequent and the simplest type assistance rendered is help with problem identification and/or clarification. Many clients with a vague notion of an information need will phone or visit the resource center to seek assistance in clarifying both their problem and the type of information that might be secured to address same. Through the process of problem negotiation, AIDS' staff are able to assist clients in thinking through their problems. This type assistance is rendered many times weekly.

A second type of technical assistance frequently delivered by AIDS' staff occurs in the context of an LEA in-service session. This type assistance could be categorized as developing user capacity and involves working with potential clients to improve their knowledge utilization skills (and to increase their general proclivity to seek and use knowledge). During Years Four and Five, AIDS, in cooperation with AEL and other regional labs, sponsored and/or conducted several workshops designed to help local educators bring about improvement through the use of r & d outcomes. From these activities evolved development of a research-based staff development module for administrators which will be disseminated through the SDE's leadership and management program. The title "The Research Connection: Instructional Leadership and Teaching Effectiveness" indicates the module's focus. Resources have not been available to pursue this particular activity in as systematic and sophisticated a manner as desired; however, AIDS is seeking resources to do so in the future.

Another example of a technical assistance activity delivered directly by AIDS' staff is help to LEAs in seeking funding for exemplary programs that will lead to educational improvement. AIDS' staff have worked with personnel in several LEAs in proposal development and writing. A number of the systems receiving this type assistance were EEO systems.

Finally, AIDS has designed, administered, and responded to results of the "Needs Identification Survey" referenced earlier.

(2) AIDS' staff have brokered numerous technical assistance activities, the most numerous and successful activities occurring through NDN project activities. Because AIDS also serves as State Facilitator, this has been a particularly accessible and fruitful approach. In addition, AIDS has called upon SDE consultants to work with clients in choice and implementation activities. Finally, AIDS has attempted to take advantage of technical assistance activities offered by AEL and other regional and national agencies.

Objective 9: Providing evaluative feedback and for continuous assessment and long-range improvement of AIDS.

AIDS has placed strong emphasis upon pursuit of this project objective since Year One. Reference to the numerous ongoing evaluation activities has been made in discussions of accomplishments related to other project objectives. Major evaluation activities are described in section F of this document.

Objective 10: Develop mechanism and resources within the SDE to insure the continuity of AIDS

The numerous activities and strategies which were and are being employed to achieve this objective were thoroughly discussed under Objective 1.

B. Description of Program Status

Prior to the NIE grant award, the Alabama SDE had neither a dissemination/diffusion office internal to its structure nor a coordinated agency-wide approach to dissemination/diffusion nor direct links to research and development organizations and their products nor the capacity to deliver information products and services to local schools and school systems nor any other evidence of the existence of functions associated with a viable dissemination program. In kind, the vast majority of state and local educators in Alabama had neither knowledge of the variety of education-specific or -related databases available nor access to such databases nor the proclivity to seek and use r & d-based information in local school improvement efforts nor availability to the variety of other services and benefits that can be derived from a mature, well-functioning dissemination program. Hence, as has been previously stressed, Alabama's Capacity Building Project was planned (1) to develop the SDE's internal capacity to respond to user-initiated requests for information and to spread r & d based information while concurrently (2) developing a clientele for these services via design and conduct of activities intended to build user capacity. The Alabama plan was developmental in nature which is to say that it was time-phased with one year's accomplishments forming the basis for the next year's activities. Likewise, plans for development of the major program components, e.g., information resources, information services, linkage and leadership were interrelated so that activities of the different components were interrelated and mutually supportive.

Figures VII, VIII, XI and XII on the following pages depict accomplishments at year's end for each of five years of capacity building for major resource-building and other project activities. While these listings of project accomplishments are not exhaustive, they do provide a rather dramatic view of the impact of NIE funding upon dissemination in Alabama.

Information Resources. Figure VII clearly illustrates the importance of NIE funds in the building of an Information Resource Center in the SDE. Not only did the Department lack the most basic information resources (e.g., ERIC collection and indices, important standard references) and the technical capability to access these (e.g., neither manual nor computerized retrieval systems), there was no office in the SDE charged with providing information support to SEA officials and staff or LEA personnel. Hence, there was no centralized clearinghouse for SDE publications and products. Nor was there an SDE unit with a motive for tapping state, regional and national dissemination/diffusion pools, e.g., the Research and Development Exchange, the National Diffusion Network, Education Commission of the States. Over the five-year period of capacity building, AIDS acquired and/or developed all of these resources within and for an agency previously lacking all.

Information Services. Because the Alabama SDE lacked vital information resources and a centralized resource center, the SEA did not offer any comprehensive set of information services prior to 1976, the first year of the NIE grant award. Concurrent with the acquisition of resources discussed above, AIDS began specifying the kinds of information that would be made available to various client groups, designing delivery systems for provision of these services, formulating policies and procedures for service delivery, developing relationships with rd & d and other resource agencies (e.g., APLS, state universities) whose resources could supplement those acquired or developed by AIDS, providing for formative evaluation by user groups of services offered, and attending to a myriad of other

Figure VII

Five Years of Capacity Building--INFORMATION RESOURCES

Information Resource	Pre-NIE	Year 1 (1976-77)	Year 2 (1977-78)	Year 3 (1978-79)	Year 4 (1979-80)	Year 5 (1980-81)
ERIC Microfiche Collection	Not available	Current year subscription	1975 - current year (continuing subscription)	1974 - current year (continuing subscription)	1974 - current year (continuing subscription)	1974 - present (continuing subscription)
RIE and CIJE Collections	Not available	Current year subscription	1976 - current year (continuing subscription)	1976 - current year (continuing subscription)	1976 - current year (continuing subscription)	1976 - present (continuing subscription)
Computerized Searching and Retrieval Capability	Not available	• Contracted services with RISE • Access to QUERY (batch) searching of ERIC through contact with Auburn University • Initial subscription to Dialog, Lockheed Retrieval Services	• Consultations with Auburn University Computer Center staff re design of dial-up searching of ERIC tapes • Continuing subscription to Dialog	• Continued testing of QUANDARY interactive searching • Continuing subscription to Dialog	• On-line access to Auburn University's ERIC tapes via QUANDARY interactive searching • Continuing subscription to Dialog	• On-line access to ERIC tapes via QUANDARY interactive searching • Continuing subscription to Dialog

Figure VII

Five Years of Capacity Building--INFORMATION RESOURCES (Continued)

Information Resource	Pre-NIE	Year 1 (1976-77)	Year 2 (1977-78)	Year 3 (1978-79)	Year 4 (1979-80)	Year 5 (1980-81)
Centralized/ Coordinated Access to Periodical Collections	No contact point within SDE	Access to Auburn University and University of Alabama collections	Access to Auburn University and University of Alabama collections	• Access to Auburn University and University of Alabama collections • Cross listing of ERIC-cited journals in AU and AUM libraries (increased dependency upon AUM)	• Access to Auburn University and University of Alabama collections • High frequency use of AUM • Use of Alabama Public Library Service (APLS) collection	• Access to Auburn University and University of Alabama collections • High frequency use of AUM • Use of Alabama Public Library Service (APLS) collection
National Diffusion Network (NDN) Programs and Publications	No Facilitator in Alabama--limited access to D/D projects	No Facilitator in Alabama--limited access to D/D projects	Receipt of SF contract	• Indexing and resumeing of all D/D projects (in ERIC compatible format) • Acquisition of D/D awareness and training materials	• Updating of D/D project file • Updating of D/D materials and publications	• Updating of D/D project file • Updating of D/D materials and publications

Figure VII

Five Years of Capacity Building--INFORMATION RESOURCES (Continued)

Information Resource	Pre-NIE	Year 1 (1976-77)	Year 2 (1977-78)	Year 3 (1978-79)	Year 4 (1979-80)	Year 5 (1980-81)
Alabama SDE Publications	No department clearinghouse	No department clearinghouse	Initial solicitation of publications from all divisions/units within SDE (inauguration of resuméing project)	Completion of ERIC-type resumés of SDE publications and updating of file; production of manual file	Updating of SDE publications collection and corresponding resumes entries	Updating of SDE publications collection and corresponding resumes entries
Local School Successful Programs and Practices	No SDE or other State-level clearinghouse	No SDE or other State-level clearinghouse	Initial solicitation of promising programs and practices from State's 127 LEAs (inauguration of resuméing project)	Completion of ERIC-type resumes of local programs and practices; production of manual file	Updating of LEA Promising Programs/ Practices File	Updating of LEA Promising Programs/ Practices File
NIE-sponsored Research Reports and Other Publications	No centralized depository of or access to these resources	No centralized depository of or access to these resources	Minimal contact with regional lab and other national R & D labs and centers	Initiated involvement in Rx through AEL	Active participation in/use of Rx materials and services, e.g., Rx workshops, RRS mini-lists research reports, RDIS publications	Active participation in/use of Rx materials and services. e.g., Rx workshops, RRS mini-lists, research reports, RDIS publications

Figure VII

Five Years of Capacity Building--INFORMATION RESOURCES (Continued)

Information Resource	Pre-NIE	Year 1 (1976-77)	Year 2 (1977-78)	Year 3 (1978-79)	Year 4 (1979-80)	Year 5 (1980-81)
Reference materials	No centralized despository of or access to these resources	No centralized depository of or access to these resources	Indexing of resources available in SDE	Development of In-house Acquisition Plan	Acquisition of basic educational reference material	Subscriptions to NSBA's *Personnel Management System* and *Educational Policy Service*, subscription to *Education Daily*, acquisition of NSRN materials, etc.

tasks associated with establishing and operating a service-oriented information center. Major services delivered by AIDS to clients over five years of capacity building are itemized in Figure VIII. Again, the comparison of the pre-NIE status of dissemination activities with Year Five activities demonstrates convincingly the impact which NIE funds had upon Alabama's dissemination program.

Linkage. The concept of linkage was introduced to the SDE and the state through SCBP. Prior to AIDS there was no recognition of the importance or utility of such a function. Through capacity building, AIDS was able to develop expertise in identification, recruitment, training, updating and support of linkage systems. Figure XI portrays the systematic development and expansion of linkage over five years. AIDS derived much knowledge of the linkage phenomenon from analysis of results of the "Local Linker" and "User" surveys administered in Year Three. These surveys, discussed beneath Section F, advanced the state-of-the-art for AIDS and others in the national dissemination community. Figure XI should convey to the reader the increased utilization of collaborative principles in the latter years of the project. To achieve a true two-way linkage, collaboration is essential.

Leadership. AIDS created a dissemination unit where there was none and concurrently created a consciousness among educators in Alabama of the existence and importance of accessing and utilizing r & d-based resources in decision making and problem solving. Figure XII displays some of the specific areas and projects in which AIDS exercised leadership over the five-year project period. Prior to NIE funding, no advocate of or spokesman for dissemination/diffusion was present in the SDE. AIDS has been increasingly active in this role over the project period.

Figure VIII

Five Years of Capacity Building--INFORMATION SERVICES

Information Services	Pre-NIE	Year 1 (1976-77)	Year 2 (1977-78)	Year 3 (1978-79)	Year 4 (1979-80)	Year 5 (1980-81)
Manual Searching of ERIC Files	Not available	1976 files only	1975 - current year	1974 - current year	1974 - current year	1974 to present
		The above refers to AIDS' in-house ERIC microfiche collection. (AIDS has access to the complete collection through AUM.)				
ERIC Microfiche Duplication	Not available	Available at State universities	Provided (through agreement with State Retirement Systems) free of charge to eligible users	Provided (through agreement with State Retirement Systems) free of charge to eligible users	Provided (through agreement with State Retirement Systems) free of charge to eligible users	Provided (through agreement with State Retirement Systems) free of charge to eligible users
Computerized Searching of ERIC and Other Databases Available Through Dialog	Not available	Available to eligible clients on ASAP basis (no routine turn-around due to neophyte status to project)	Available with two-week turn-around to eligible clients	Available with two-week turn-around to eligible clients	Available with two-week turn-around to eligible clients	Available with two-week turn-around to eligible clients
		SEE FIGURE XIII FOR PROFILE OF SERVICE DELIVERY OVER PROJECT LIFE				

Figure VIII

Five Years of Capacity Building--INFORMATION SERVICES (Continued)

Information Services	Pre-NIE	Year 1 (1976-77)	Year 2 (1977-78)	Year 3 (1978-79)	Year 4 (1979-80)	Year 5 (1980-81)
Document (MF and journal) retrieval	Not available	Limited retrieval and duplication of MF and journal articles	Limited retrieval and duplication of MF and journal articles	Retrieval and duplication of any ERIC MF; retrieval and duplication from numerous educational journals*	Retrieval and duplication of any ERIC MF; retrieval and duplication from numerous educational journals*	Retrieval and duplication of any ERIC MF; retrieval and duplication from numerous educational journals*
NDN Project Information	Not available	Not available	Available upon client-initiated request	Available upon request and selectively disseminated to match user need	Available upon request and selectively disseminated to match user need	Available upon request and selectively disseminated to match user need
Alabama SDE Documents File	SDE publications available from originating unit only; no central clearinghouse	SDE publications available from originating unit only; no central clearinghouse	List of SDE publications available	Resumes of SDE publications available upon requests and selectively disseminated to match user identified need	Resumes of SDE publications available upon requests and selectively disseminated to match user identified need	Resumes of SDE publications available upon requests and selectively disseminated to match user identified need

*AIDS has access to the periodical collection in the Auburn University at Montgomery library.

Figure VIII

Five Years of Capacity Building--INFORMATION SERVICES (Continued)

Information Services	Pre-NIE	Year 1 (1976-77)	Year 2 (1977-78)	Year 3 (1978-79)	Year 4 (1979-80)	Year 5 (1980-81)
Local School Successful Programs and Practices File	Not available	Not available	Resumés of promising programs and practices available upon request and selectively disseminated to match user-identified needs	Resumés of promising programs and practices available upon request and selectively disseminated to match user-identified needs	Resumés of promising programs and practices available upon request and selectively disseminated to match user-identified needs	Resumés of promising programs and practices available upon request and selectively disseminated to match user-identified needs
Reference Service	Not available	Limited referral to individuals within and outside SDE	Limited retrieval and brokering with individuals within and outside SDE	Extensive retrieval and brokering (see Figure IX for listing of agencies frequently called upon)	Extensive retrieval and brokering (see Figure IX for listing of agencies frequently called upon)	Extensive retrieval and brokering (see Figure IX for listing of agencies frequently called upon)
Copies of Selected ERIC Clearinghouse Synthesis Products	Not available	Not available	Not available	Minibibs from ERIC CH on Reading and Communication Skills	Minibibs from ERIC CH on Reading and Communication Skills	• Minibibs from ERIC CH on Reading and Communication Skills • Research Action Briefs from ERIC CH on Educational Management

Figure VIII

Five Years of Capacity Building--INFORMATION SERVICES (Continued)

Information Services	Pre-NIE	Year 1 (1976-77)	Year 2 (1977-78)	Year 3 (1978-79)	Year 4 (1979-80)	Year 5 (1980-81)
						• Fact Sheets from ERIC CH on Urban Education • Minibibs from ERIC CH on Elementary and Early Childhood • Other selected products as available
Copies of Selected Materials Produced by NIE-funded Labs/ Centers and Projects	Not available	Not available	Not available	RRS Mini-lists	• RRS Mini-lists • RDIS products (Research Within Reach--Reading and Math)	• RRS Mini-lists • RDIS products (Research Within Reach--Reading and Math) • Classroom Organization and Effective Teaching (COET) Materials • Classroom Management Synthesis products (produced by AEL)

Figure VIII

Five Years of Capacity Building--INFORMATION SERVICES (Continued)

Information Services	Pre-NIE	Year 1 (1976-77)	Year 2 (1977-78)	Year 3 (1978-79)	Year 4 (1979-80)	Year 5 (1980-81)
						Other selected products as available
One- to Three-Hour Workshops Focusing Upon ERIC System, How to Access and Use It (User Capacity)	Not available	Developmental	Available to all LEAs in State as well as to professional associations, etc.	Available to all LEAs in State as well as to professional associations, etc.	Available to all LEAs in State as well as to professional associations, etc.	Available to all LEAs in State as well as to professional associations, etc.
			(See Table 3 for summaries over life of project)			
Brokerage of NDN Project Awareness	Not available	Not available	Available to all LEAs in State as well as to professional associations, etc.	Available to all LEAs in State as well as to professional associations, etc.	Available to all LEAs in State as well as to professional associations, etc.	Available to all LEAs in State as well as to professional associations, etc.

Figure VIII

Five Years of Capacity Building--INFORMATION SERVICES (Continued)

Information Services	Pre-NIE	Year 1 (1976-77)	Year 2 (1977-78)	Year 3 (1978-79)	Year 4 (1979-80)	Year 5 (1980-81)
Participation in, Sponsorship of and Design of R & D Workshops	Not available	Not available	Staff participation in a limited number of regional and national R & D workshops	Staff and other SDE personnel participation in a limited number of regional and national R & D workshops	Sponsored attendance of LEA linkers' attendance at AEL workshops and in-state replication of workshops including COET, University of Texas R & D Center; Jane Stallings' Teacher Effectiveness design of "Research Within Reach in Reading and Math Workshop, etc. (See Figure X and Table 5)	Facilitation of local in-service programs focusing on recent R & D outcomes (i.e., provision of printed materials, A-V aids, etc., continued sponsorship of selected LEA linkers at regional and national workshops.
Transformation and Synthesis	Not available	Limited synthesis	Limited synthesis	Limited information package production and synthesis on request	Information package production synthesis for CSSO, SBE members and	Information package production synthesis for CSSO, SBE members and

Figure VIII

Five Years of Capacity Building--INFORMATION SERVICES (Continued)

Information Services	Pre-NIE	Year 1 (1976-77)	Year 2 (1977-78)	Year 3 (1978-79)	Year 4 (1979-80)	Year 5 (1980-81)
					other clients, time and resources permitting	other clients, time and resources permitting
Retrieval of Specific Documents	Not available	Available to eligible clients	Available to eligible clients	Available to eligible clients	Available to eligible clients	Available to eligible clients
Facilitation of SDE Publications Submission to ERIC	Not available	Not available	Not available	Initial promotion	167 publications submitted for Alabama SDE; 47 publications accepted	
Evaluation of Information Services by User Groups	Not applicable	Limited	• Individual evaluations of search outcomes included in search packages (see Table 6 for summary statistics • Assessment of individual workshop	• Individual evaluations of search outcomes included in search packages (see Table 6 for summary statistics • Assessment of individual workshop	• Individual evaluations of search outcomes included in search packages (see Table 6 for summary statistics • Assessment of individual workshop	Mail distribution of "AIDS User Questionnaire" to sampling of users for each of three project years (see discussion on pages 84 and 96)

Figure IX

AGENCIES FREQUENTLY CONTACTED TO PROVIDE INFORMATION SERVICES TO CLIENTS

IN-STATE

Alabama Occupational Information System

Alabama Public Library Service

Center for Business and Economic Research
University of Alabama

Chamber of Commerce

Divisions with Alabama SDE

Legislative Reference Service

State Occupational Information Coordinating Committee

State of Alabama Archives and History

State of Alabama Industrial Relations

State of Alabama Public Health Department

State of Alabama Supreme Court Law Library

OUT-OF-STATE

Consumer Product Safety Commission

Education Commission of the States
Denver, Colorado

ERIC Clearinghouses:

- Adult, Career and Vocational Education
- Educational Management
- Elementary and Early Childhood Education
- Reading and Communication Skills
- Urban Education

NDN Developer/Demonstrator Projects

National School Boards Association
Washington, D. C.

National School Resource Network
Washington, D. C.

RRS, Ohio State University

RX, Appalachia Educational Laboratory
Charleston, West Virginia

Figure X

School Systems Participating in Research and Development Awareness Workshops Sponsored by AIDS, 1980-81 School Year

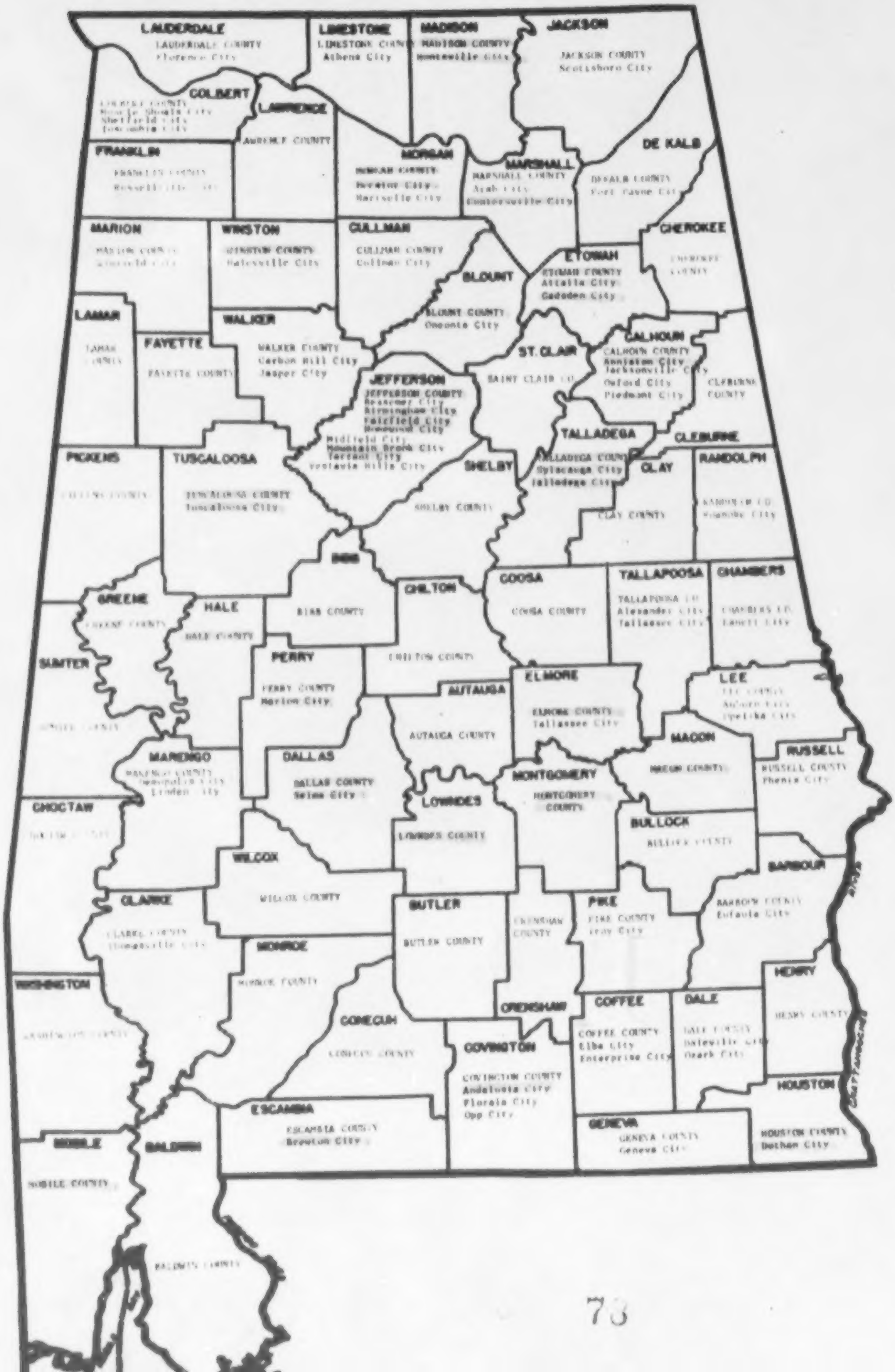

LAUDERDALE
LAUDERDALE COUNTY
Florence City
LIMESTONE
LIMESTONE COUNTY
Athens City
MADISON
MADISON COUNTY
Huntsville City
JACKSON
JACKSON COUNTY
Scottsboro City
COLBERT
COLBERT COUNTY
Muscle Shoals City
Sheffield City
Tuscumbia City
LAWRENCE
LAWRENCE COUNTY
FRANKLIN
FRANKLIN COUNTY
Russellville City
MORGAN
MORGAN COUNTY
Decatur City
Hartselle City
MARSHALL
MARSHALL COUNTY
Arab City
Guntersville City
DE KALB
DEKALB COUNTY
Fort Payne City
MARION
MARION COUNTY
Winfield City
WINSTON
WINSTON COUNTY
Haleyville City
CULLMAN
CULLMAN COUNTY
Cullman City
CHEROKEE
CHEROKEE COUNTY
ETOWAH
ETOWAH COUNTY
Attalla City
Gadsden City
BLOUNT
BLOUNT COUNTY
Oneonta City
LAMAR
LAMAR COUNTY
FAYETTE
FAYETTE COUNTY
WALKER
WALKER COUNTY
Carbon Hill City
Jasper City
ST. CLAIR
SAINT CLAIR CO.
CALHOUN
CALHOUN COUNTY
Anniston City
Jacksonville City
Oxford City
Piedmont City
CLEBURNE COUNTY
JEFFERSON
JEFFERSON COUNTY
Bessemer City
Birmingham City
Fairfield City
Homewood City
Midfield City
Mountain Brook City
Tarrant City
Vestavia Hills City
TALLADEGA
TALLADEGA COUNTY
Sylacauga City
Talladega City
CLEBURNE
PICKENS
PICKENS COUNTY
TUSCALOOSA
TUSCALOOSA COUNTY
Tuscaloosa City
SHELBY
SHELBY COUNTY
CLAY
CLAY COUNTY
RANDOLPH
RANDOLPH CO.
Roanoke City
BIBB
GREENE
GREENE COUNTY
HALE
HALE COUNTY
BIBB COUNTY
CHILTON
CHILTON COUNTY
COOSA
COOSA COUNTY
TALLAPOOSA
TALLAPOOSA CO.
Alexander City
Tallassee City
CHAMBERS
CHAMBERS CO.
Lanett City
SUMTER
SUMTER COUNTY
PERRY
PERRY COUNTY
Marion City
AUTAUGA
AUTAUGA COUNTY
ELMORE
ELMORE COUNTY
Tallassee City
LEE
LEE COUNTY
Auburn City
Opelika City
MACON
MACON COUNTY
RUSSELL
RUSSELL COUNTY
Phenix City
MARENGO
MARENGO COUNTY
Demopolis City
Linden City
DALLAS
DALLAS COUNTY
Selma City
MONTGOMERY
MONTGOMERY COUNTY
LOWNDES
LOWNDES COUNTY
CHOCTAW
CHOCTAW COUNTY
BULLOCK
BULLOCK COUNTY
WILCOX
WILCOX COUNTY
BARBOUR
BARBOUR COUNTY
Eufaula City
CLARKE
CLARKE COUNTY
Thomasville City
BUTLER
BUTLER COUNTY
CRENSHAW COUNTY
PIKE
PIKE COUNTY
Troy City
MONROE
MONROE COUNTY
WASHINGTON
WASHINGTON COUNTY
HENRY
HENRY COUNTY
CONECUH
CONECUH COUNTY
CRENSHAW
COFFEE
COFFEE COUNTY
Elba City
Enterprise City
DALE
DALE COUNTY
Daleville City
Ozark City
COVINGTON
COVINGTON COUNTY
Andalusia City
Florala City
Opp City
HOUSTON
HOUSTON COUNTY
Dothan City
ESCAMBIA
ESCAMBIA COUNTY
Brewton City
GENEVA
GENEVA COUNTY
Geneva City
MOBILE
BALDWIN
MOBILE COUNTY
BALDWIN COUNTY

Table 5

Number of Participants in Research and Development Awareness Workshops Sponsored by AIDS By Category, 1980-81 School Year

Local School Systems	1,677
State Department of Education	64
Basic Skills Teams	56
Institutions of Higher Education	14
Teacher Corps	29
Other	19
TOTAL	1,859

A total of 36 events were conducted with many of the school systems having several individuals involved in more than one workshop.

As a result of these workshops, many individuals, schools and school systems are implementing programs and/or applying ideas, based upon sound research and developmental activities, which promise to improve educational experiences for students.

Table 6

Summary of Evaluations of AIDS Information Packages (1976-1981)*

Question	Response	Total (%)
To what extent were the contents pertinent and relevant to the topic or question which you submitted?	Completely	66
	Partially	33
	Not At All	1
	No Answer	0
How completely did the contents answer the question or address the topic which you submitted?	Completely	54
	Partially	43
	Not At All	1
	No Answer	2
For your needs, was the number of citations included--	Excessive	8
	About Right	76
	Too Few	13
	No Answer	3
Were you able to use the information for the purpose you had intended?	Completely	52
	Partially	36
	Not At All	4
	No Answer	7
Did you receive the AIDS Information Package in time to use it for your intended purpose?	Yes	91
	No	6
	No Answer	3
Were you able to interpret and follow the information provided for each citation in the printout received?	Yes	96
	No	2
	No Answer	2

**What will be your next step in securing needed information?

%	Step
54%	Complete AIDS Document Request Form
34%	Retrieve documents myself
14%	Order documents from ERIC
9 %	No document retrieval required; citations adequate for my needs
3 %	No document retrieval planned; citations did not appear relevant to my needs
8 %	Order follow-up search from AIDS

**Are you likely to use AIDS again when you need information?

98% Yes 2 % No

**These questions were added to the revised form in October 1978.

*All evaluation forms returned over the five year period were used in calculating response percentages.

Figure XI

Five Years of Capacity Building--LINKAGE

Linkage Activity	Pre-NIE	Year 1 (1976-77)	Year 2 (1977-78)	Year 3 (1978-79)	Year 4 (1979-80)	Year 5 (1980-81)
Identification and Recruitment of SDE Linkers	None	Yes	Yes	Yes	Not actively	Not actively
Training of SDE Linkers	None	62 individuals 3 divisions	33 individuals 3 divisions	60 individuals 2 divisions	160 individuals 4 divisions	99 individuals 5 divisions
"Servicing" of SDE Linkers (e.g., communication with updating knowledge, skills etc.	None	Yes	Yes	Yes	Yes	Yes
Collaborating with SDE Linkers in Dissemination Efforts	None	Limited	Limited	Yes	Yes	Yes
Identification and Recruitment of LEA Linkers	None	No	Yes	Yes	Yes	Limited
			38 LEAs	43 LEAs	52 LEAs	58 LEAs
Training of LEA Linkers	None	No	Yes	Yes	Yes	Yes
			63 individuals	47 individuals	83 individuals	90 individuals

Figure XI

Five Years of Capacity Building--LINKAGE (Continued)

Linkage Activity	Pre-NIE	Year 1 (1976-77)	Year 2 (1977-78)	Year 3 (1978-79)	Year 4 (1979-80)	Year 5 (1980-81)
"Servicing" of LEA Linkers	None	No	Yes	Yes	Yes	Yes
Promoting/ Supporting "Networking" Between and Among Local Linkers	None	None	None	Limited; informal	Yes	Yes
				Person-to-person sharing	Birmingham Mobile Madison Co. Tuscaloosa Tarrant City Homewood	Mobile Birmingham Mobile Lowndes Co. Talladega Co. Mobile Co. Talladega Co. Elmore Co.
Supporting LEA Linker Efforts to Build LEA Dissemination Capacity	None	None	None	Limited	Limited	Yes
				Facilitated efforts of 55 linkers in 38 LEAs to develop local dissemination goals and objectives	Supported LEA linkers in implementation of dissemination plans Provided in-depth T.A. to Mobile County (State's largest LEA)	Extensive T.A. provided to: Mobile County Birmingham City Talladega Co. Lowndes Co. Montgomery Co. Teacher Center Dothan City

Figure XI

Five Years of Capacity Building--LINKAGE (Continued)

Linkage Activity	Pre-NIE	Year 1 (1976-77)	Year 2 (1977-78)	Year 3 (1978-79)	Year 4 (1979-80)	Year 5 (1980-81)
Evaluation of LEA Linkage Program	None	None	Limited	Yes	Limited	Limited
				"LEA Linker Survey "LEA User Survey"		

Figure XII

Five Years of Capacity Building--LEADERSHIP

Leadership	Pre-NIE	Year 1 (1976-77)	Year 2 (1977-78)	Year 3 (1978-79)	Year 4 (1979-80)	Year 5 (1980-81)
Establishment and Maintenance of an SDE Dissemination Unit	None	Established 3 professional staff 2 clerical	Expanded 4 professional staff 1½ clerical	Expanded 4½ professional staff 2 clerical	Expanded 4 3/4 professional staff 2 clerical	Expanded 5 3/4 professional staff 2 clerical
Operation of NDN State Facilitator Project	No SF in Alabama	No SF in Alabama	SF contract to AIDS enabling coordinated dissemination/diffusion program	SF contract to AIDS enabling coordinated dissemination/diffusion program	SF contract to AIDS enabling coordinated dissemination/diffusion program	SF contract to AIDS enabling coordinated dissemination/diffusion program
Design and Operation of Alabama Resource File	None	None	Developmental	Operational	Operational	Operational
Initiation of Collaborative Planning and Conduct of Dissemination Activities With Other SDE Units	None	Very limited	Yes Division of Instruction	Yes Division of Instruction Title IV-C Title I Right to Read ESAA	Yes Division of Instruction Title IV-C Title I Right to Read ESAA Basic Skills	Yes Division of Instruction Title IV-C Title I Right to Read ESAA Basic Skills

Figure XII

Five Years of Capacity Building--LEADERSHIP (Continued)

Leadership	Pre-NIE	Year 1 (1976-77)	Year 2 (1977-78)	Year 3 (1978-79)	Year 4 (1979-80)	Year 5 (1980-81)
					Special education Leadership and Management	Special education Leadership and Management Vocational Education Staff Development Career Education Community education
Proactive Dissemination of R & D-Based Information to CSSO and SBE in Accord With Identified Needs and Issues	None	None	Limited	Limited	Limited	Active
Planned and Conducted CSSO's State-wide Needs Determination Project (in Collaboration With AEL and the Southeastern Regional Council for Educational Improvement					The needs determination project was designed to generate, validate and document state-wide needs which could be addressed by	Follow up on needs identified during Year 4.

Figure XII

Five Years of Capacity Building--LEADERSHIP (Continued)

Leadership	Pre-NIE	Year 1 (1976-77)	Year 2 (1977-78)	Year 3 (1978-79)	Year 4 (1979-80)	Year 5 (1980-81)
					state agency leadership and action. The mission and functions of the SEA were examined in light of the needs data and the results were used to develop future approaches to statewide leadership and service delivery.	
Developed Project CAUSE (Collaborative for Alabama Urban School Educators) Proposal Which was Funded by NIE					Responded to RFP with proposal which provided one-year planning grant to establish urban collaborative	Coordinated and administered Project CAUSE. Major CAUSE events planned and conducted were: Local Needs Assessment Needs Synthesis Resource Conference

Figure XII

Five Years of Capacity Building--LEADERSHIP (Continued)

Leadership	Pre-NIE	Year 1 (1976-77)	Year 2 (1977-78)	Year 3 (1978-79)	Year 4 (1979-80)	Year 5 (1980-81)
Developed Proposal ("Maximizing Use of Statistical Data for Planning and Decision Making") Which was Funded by NCES					Responded to RFP with proposal which provided one-year grant to develop SDE statistical data capacity.	Coordinated and administered statistical data capacity project designed to increase the use of statistical data for planning and decision-making purposes by developing the SDE's capacity to analyze, report and disseminate these data in a timely and effective manner.

NIE funding had a dramatic impact upon the state-of-the-art and practice of dissemination in the Alabama SEA and, through it, the State at large. NIE resources were utilized to acquire basic resources where there had previously been a void. More importantly, the program goals and philosophy expressed by NIE in the State Capacity Building Program significantly influenced allocation of State dollars to build a dissemination program. NIE's leadership was the critical variable in the creation of a dissemination program in Alabama.

C. Institutionalization

AIDS' front-line approach to institutionalization is a straightforward and simple one: provide needed services in an effective and efficient manner, and recipients of those services will justify, if not demand, continuation and eventual institutionalization of the service-providing entity. Following this line, AIDS committed to the delivery of tangible products, including computerized literature searches, summary/synthesis papers, and microfiche and journal article retrieval and reproduction, in the early months of Year One of the project. More sophisticated services were offered as developmental time permitted. Other strategies associated with this approach were: (1) strong emphasis upon awareness activities in Years One and Two and upon user capacity building activities in Years Three through Five; and (2) attention to acquisition of resources and provision of services unique within the SEA and broader educational community and concurrent attention to building of collaborative relations with other resource-providing agencies. In this manner, AIDS sought to build client dependence through offering vital services not easily obtainable from other sources. Results of "AIDS User Questionnaire" suggest that at least the programmatic aspects of this strategy have been successful: 85% of the respondents assessed AIDS' services to be of higher than average value, while only 5% saw these services as being of lower than average value. Equally as significant, 48% of the respondents indicated that they would have had no sources for the services had AIDS not offered these. How clients' views will affect state decision makers' determinations regarding long-range continuation is, of course, unknown at this point in time.

Past and future funding of AIDS is, however, a known factor.

Using this particular gauge, AIDS' prospects for institutionalization are bright. As Table 7 illustrates, State funding of AIDS has increased steadily throughout five years of capacity building, and $225,000 has been pledged for FY 1981-82. State funding has, in fact, exceeded what was pledged in the original proposal to NIE. This is particularly significant in view of the fact that State support has always been in the form of hard dollar support, not in-kind figures. AIDS' fiscal condition has been additionally enhanced by the fact that AIDS has for four years administered the NDN State Facilitator Project and, more recently, two other federally-supported projects. The coordination of these other dissemination/diffusion projects has been advantageous from both a programmatic as well as a staffing perspective. The pooling of these material and staff resources has had a synergistic effect, particularly with regard to program outcomes.

Another related strategy was recruitment and training of competent and dedicated staff. This resulted in a high degree of staff permanence: the Project Director was with AIDS for four of the five project years; the Project Manager, for all five of the project years; the resource center coordinator, for four years, two other professional staff, for three years; and the remaining staff members for one year. The competence, experience and tenure of the staff should enhance prospects for long-term institutionalization.

In spite of the project's success in (1) developing demand for dissemination services, (2) securing financial resources and (3) recruiting and retaining competent staff, no absolute assurance exists that complete institutionalization has been achieved.

To the contrary, a number of problems and concerns have been associated with institutionalization efforts. Included among these are:

Table 7

AIDS Funding By Year and Source
(1976-1982)

YEAR	NIE	SDE	NDN	CAUSE (NIE)	NCES	TOTAL
1976-77	$117,356	$ 15,850	———			$ 133,206
1977-78	94,002	17,280	$ 74,999			186,281
1978-79	94,598	55,040	75,500			225,138
1979-80	60,553	81,550	98,000			240,103
1980-81	58,500	103,648	85,837	$56,384	$61,767	366,136
1981-82	———	225,000	80,000	?		305,000
TOTALS	$425,009	$498,368	$414,336	$56,384	$61,767	$1,455,864

1. Lack of understanding of role, functions and value of a comprehensive, integrated dissemination program on the part of SEA leadership. While leadership has given lip service to AIDS, this has been accompanied by evidences of some misunderstanding of the true nature of dissemination. For example, attempts have been made to "tag" AIDS as a research and development unit (note: there is no such unit in the SDE), and continual references are made to AIDS' "research" functions. This practice persists in spite of AIDS' ongoing attempts to clarify the concept of dissemination.

2. Conservative structure and philosophy of the Alabama SEA.

3. Frequent reorganization of the SDE during AIDS' existence.

4. Mistaken assumption by AIDS' staff that performance and effective, efficient delivery of services would lead to a rational decision to continue and expand the program. (The staff chose to devote time and other scare resources to providing needed services, not to playing the political game or lobbying internally).

5. Unarticulated mission/role of SEA.

6. No Department-wide evaluation or research unit.

7. Lack of systematic planning and coordination on a Department-wide basis.

8. Political climate not conducive to attainment of AIDS' objectives (SBE and Governor extremely influential in setting priorities and determining policies with the Governor exercising considerable power over funding decisions and actively supporting his belief that the SEA should be primarily a regulatory and monitoring agency).

9. The "times" are not favorable for support of programs viewed by decision makers as nonessential.

D. Equity

Since its inception, AIDS has assumed an "affirmative" approach with regard to equity issues. This posture was dictated, in part, by the Institute's requirement that AIDS develop an "Equal Educational Opportunity Plan" during the first quarter of funding as a condition of the NIE grant award. A special six-member panel, comprised of educators representing all levels (K-16) and geographic areas, was convened to formulate such a plan. This plan, submitted to and approved by NIE in November, 1976, provided the basic blueprint for actively promoting equity, and was predicated on the belief that "equality of opportunity means more than equal access to opportunity." The plan affirmed AIDS' responsibility "to help change schools so that processes which maintain discrimination will be eliminated." Strategies for implementing this plan were developed in Year One, and full scale implementation began in Year Two.

The approach to equity subsequently implemented rested upon three cornerstones:

1. Targeting of at least six LEAs (of the State's total 127) that most nearly met a profile of a "traditionally underserved population, i.e., (a) more than 5,070 black; (b) below poverty level; (c) predominantly urban or rural and (d) low per pupil expenditure.

2. Preparation of information packages focused upon issues related to enhancing educational opportunities for minorities, women, the handicapped, the poor and others traditionally underserved.

3. Collaboration with individuals, groups and agencies dedicated to promoting educational improvements for traditionally underserved groups.

All three of these strategies were successfully developed and implemented over the five years of the project.

Numerous special information packages featuring various equity issues were developed and disseminated to large numbers of LEA personnel during all five project years. While these products were simply "spread" to target populations, follow-up requests from clients receiving initial packages provide evidence of increased awareness of these issues. Following are some representative titles of these sample packages:

Vision and Hearing Screening
Using Microcomputers with Preschool Handicapped Children
Funding Sources for Bilingual Education
Identification of Gifted Children in Preschool Programs
Teaching Vowels to Black Primary School Children
Barriers Faced by the Handicapped
Sex Education for Exceptional Children
Self Concept Scales for Black Children
Mainstreaming the Visually Impaired Student
Curriculum Guides and Special Programs for Gifted Students
Black English
Dyslexia and Elementary School Students
Effect of the Feingold Diet on Elementary Learning Disabled Children
Teaching the Multihandicapped
Women in Education Leadership Roles
Morale of Staff Working with Mentally Retarded

The equity strategy to which AIDS assigned the highest priority and greatest resource commitment was the targeting of LEAs serving large numbers of students historically deprived of equal access to educational opportunities. Although the EEO Plan committed AIDS to targeting six such systems, eight systems were eventually identified as meeting criteria stipulated in the predetermined profile, and the decision was made to target all eight in order to assure statewide geographic distribution. Table 5 provides a profile of the eight LEAs selected for targeting using procedures perviously discussed.

Table 8

Profile of Eight Targeted EEO School Systems

LEA	Enrollment (1979-80)	% Black (1979-80)	% Disadvantaged	Per Pupil Expenditures (1979-80)	Demographics
A	2,301	98%	76%	$1,332	Rural
B	1,994	65%	39%	1,351	Urban
C	2,606	99%	81%	1,587	Rural
D	3,360	99%	75%	1,211	Rural
E	5,164	94%	83%	1,140	Rural
F	2,348	92%	89%	1,545	Rural
G	4,533	60%	47%	1,150	Rural
H	4,127	63%	58%	1,283	Rural
TOTALS	26,433	84% (AVG.)	69% (AVG.)		

AIDS conducted a number of initiatives in Years Two and Three of the SCBP designed to establish direct linkages with these eight LEAs and their respective leadership. Included among the strategies developed and implemented within each of these eight LEAs during these two years were:

	Year 2	Year 3
1. Initial face-to-face contact and conference with the superintendent	X	
2. Recruitment of local AIDS linker	X	
3. Solicitation of successful programs for inclusion in AIDS' Alabama Resource File	X	X
4. Conduct of systemwide "Needs Survey"	X	X

	Year 2	Year 3
5. On-site conference with local superintendent for purpose of need/problem clarification and identification of priority needs	X	X
6. Preparation and delivery of special information packages addressing priority needs	X	X
7. Training of local AIDS linkers in general AIDS awareness, usage, etc., as well as linkage functions	X	X

Following initial contacts with each of these systems, AIDS designed and or implemented various strategies intended to make these LEAs beneficiaries of the dissemination/diffusion programs and services offered by AIDS. Table 9 lists activities planned and conducted for these LEAs during Years Three through Five of the project and depicts participation by personnel with each of these LEAs in each:

Table 9

Summary of Participation by EEO School Systems in Planned Activities

Activity	A	B	C	D	E	F	G	H
1. On-site workshop(s) to promote awareness of AIDS and build user capacity			X	X	E	X		X
2. NDN program awareness conducted on-site (exchange)	X			X	X		X	
3. NDN program training conducted on-site	X			X	X		X	
4. Follow-up T.A. provided for program adoptions	X			X	X		X	

Activity	A	B	C	D	E	F	G	H
5. Sponsored attendance of individuals linkers at state and regional r & d workshop			X	X	X		X	
6. Brokered assistance from national resource agencies				X	X			
7. Assistance in design and/or conduct of staff development programs focusing upon r & d outcomes			X	X	X			
8. T.A. in local program development				X				
9. Preparation of special information packages upon user request		X	X	X	X	X	X	X

The above table clearly illustrates that two of the eight systems i.e., "D" and "E") have been extensively involved in activities designed to support local improvement efforts; two (i.e., "C" and "G") have been moderately involved and four (i.e., "A," "B," "F" and "H") have been somewhat involved.

The uneven involvement across these eight systems may be attributed to a number of factors including (1) commitment of superintendent to school improvement; (2) interest and commitment of local linker to school improvement; (3) continuity of leadership within the LEAs; and (4) quality of "match" between r & d resource and priority system needs. For example, in the highly active systems "D" and "E" the local superintendents were personally involved in dissemination activities, and the local linkers were strong advocates for AIDS in particular and school improvement in general. Further, these assertive linkers have positions within their respective LEAs that are very congruent with the linkage function as defined and practiced by AIDS, and each has remained in his/her position over the five-year period. Finally, each of these systems has utilized numerous resources made available through AIDS to solve locally identified needs. On the other hand, system "A" has had three superintendents during the past five years, three different linkers, and has experienced a number of internal political/public relations problems. Of the eight systems, four have had at least two superintendents and three at least two named linkers during the five-year time period.

Although impact of AIDS activities has varied across the eight systems, AIDS' staff assessment of the cluster of strategies associated with the "targeting" of needy systems is very positive. Among the quantitative results of this effort are five program adoptions in sixteen schools (K-12) serving in excess of 5,737 students and involving 147 trained staff members. In addition, one of these LEAs has embarked upon an intensive, comprehensive, systemwide effort to improve school-community and home-school relations as a direct result of AIDS' intervention. Each administrator and teacher in this LEA has been actively involved in this program. Two of these LEAs have provided in-service training to all faculty and staff designed to disseminate findings of significant research in teacher effectiveness. In addition, individual user-driven requests have emerged from all eight of these LEAs.

The above is by no means an exhaustive summary of all the planned, not to mention the unplanned, results of AIDS' targeting of the eight LEAs. It does present representative outcomes of the affirmative activities described herein.

AIDS' third major initiative in the promotion of equity was to actively develop collaborative relationships with other agencies or entities established to serve the needs of the historically underserved populations. In this regard, AIDS has worked closely with Title I staff within the SEA and has assisted in statewide Title I conference planning for three of the past five years. Likewise, AIDS has initiated collaborative arrangements with the SEA's ESAA Unit, the General Assistance Centers serving this region and the Governor's Basic Skills Teams, established to target the State's neediest system. AIDS has also provided numerous assistance activities to the Alabama Institute for the Deaf and Blind, Talladega, Alabama. In addition, as reported elsewhere in this document, AIDS promoted the establishment of a formalized urban collaborative comprised of the Mobile County and Birmingham City school systems, the Alabama SEA and the Appalachia Educational Laboratory. This collaborative, CAUSE, is funded by NIE and is intended to meet the needs of the urban-disadvantaged and minority students.

AIDS' approach to equity issues over the five years of capacity building has been multifaceted by design and labor-intensive in implementation. On the other hand, the approach was highly congruent with AIDS' overall developmental plan. The achievements outlined in this section should provide evidence of the success of the program.

E. Impact on Improvement of Practice

The services and products resulting from AIDS program activities have been delivered to decision makers at all levels of the educational establishment in Alabama--from the individual classroom teacher to the State Board of Education and from the kindergarten to the college classroom. Actions taken by individual recipients of these products/services subsequent to their delivery attest to the level of impact which the AIDS program has had upon improvement of practice.

The dissemination community perennially grapples with the concept of impact as it relates to outcomes of dissemination activities, just as it previously wrestled to define or attach meaning to the concept of dissemination itself. By formulating and fine tuning AIDS' developmental plan, staff have attempted to operationalize DAG's definition of dissemination, i.e., spread, exchange, choice, and implementation. That is to say, in designing dissemination strategies, AIDS has sought to deliver services and products in such a manner as to touch potential clients via all four levels of dissemination. Thus it is appropriate to describe AIDS impact upon clients' improvement of practice by employing a companion multidimensional scale. Hence, for purposes of depicting AIDS' impact upon various levels of education practitioners, the following four-level scale was devised.

Level	Nature of Effect
1 - Awareness	Practitioner has or experiences a new realization, perception or knowledge as a result of the contact.

Level	Nature of Effect
2 - Consideration	Practitioner discusses, debates, or thinks about the manners in which the "new knowledge, insight, etc.," might alter his/her present behavior or how it might affect a future decision.
3 - Commitment/Decision	Practitioner determines to do something differently or to take a certain course as a result of the contact.
4 - Implementation	Practitioner uses "new knowledge, insight, etc.," in making a decision, change of behavior, etc.

Using the above scale, AIDS' impact upon clients (decision makers) at various decision levels can be portrayed. Further, this impact can be related to alternate services and products delivered by AIDS. Such a description is offered in Figure XIII which provides a portrait of the type of impact AIDS' program activities have had upon various client groups.

Figure XIII portrays the source and level of program impact upon various levels of decision makers. It does not suggest the numerical proportions of such impact; in fact, it would be foolish to speculate upon either the total number of improvements stimulated by AIDS program activities or, for that matter, the permanency of the changes that can be today documented. However, some statistical data can be offered to illustrate the extensiveness of "improvement of practice" across the State. Again, the reader is reminded that these data are incomplete, that many clients receiving programs and services have not been surveyed with regard to how they have used these in improving practice.

Figure XIV presents a user profile based upon 2,773 information requests received during the 1980 calendar year, while Figure XV depicts the statewide distribution of the 2,703 requests

FIGURE XIII

NATURE OF IMPACT OF AIDS PROGRAM UPON VARIOUS CLIENT GROUPS

LEVEL OF DECISION-MAKING PROCESS	PRODUCTS OR SERVICES						LEVEL OF IMPACT
	Computerized Literature Search	NDN Program Diffusion	R & D Workshops	Synthesis Products	Workshops to Increase User Capacity (AIDS Awareness)	Brokered Assistance	
Classroom	x	x	x	x	x	x	1. Awareness
	x	x	x	x	x	x	2. Consideration
	x	x	x	x		x	3. Commitment
	x	x	x	x		x	4. Implementation
School Building	x	x	x	x	x	x	1. Awareness
	x	x	x	x	x	x	2. Consideration
	x	x	x	x		x	3. Commitment
	x	x	x	x		x	4. Implementation
School System (LEA)	x	x	x	x	x	x	1. Awareness
	x	x	x	x	x	x	2. Consideration
	x	x	x	x		x	3. Commitment
	x			x		x	4. Implementation
Major Data Sources for Assessment of Impact	1. "AIDS" User Questionnaire 2. Client testimonials	1. On-site observation 2. D/D project reports 3. Adopter reports	1. Workshop evaluations 2. Follow-up conversations/observations	1. Client reports 2. Local linker reports	1. Workshop evaluation data 2. Follow-up requests for service	1. Client testimonials 2. Site visits 3. Consultant reports	

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Figure XIII

NATURE OF IMPACT OF AIDS PROGRAM UPON VARIOUS CLIENT GROUPS (CONTINUED)

LEVEL OF DECISION-MAKING PROCESS	PRODUCTS OR SERVICES						LEVEL OF IMPACT
	Computerized Literature Search	NDN Program Diffusion	R & D Workshops	Synthesis Products	Workshops to Increase User Capacity (AIDS Awareness)	Brokered Assistance	
SEA SBE	x			x			1. Awareness
				x			2. Consideration
							3. Commitment
							4. Implementation
SDE	x	x	x	x	x	x	1. Awareness
	x	x	x	x	x	x	2. Consideration
	x		x	x			3. Commitment
	x		x	x			4. Implementation
Two-Year Post-secondary	x			x	x		1. Awareness
	x			x	x		2. Consideration
	x			x			3. Commitment
	x			x			4. Implementation
Major Data Sources for Assessment of Impact	1. "AIDS" User Questionnaire 2. Client testimonials	1. On-site observation 2. D/D project reports 3. Adopter reports	1. Workshop evaluations 2. Follow-up conversations/ observations	1. Client reports 2. Local linker reports	1. Workshop evaluation data 2. Follow-up requests for service	1. Client testimonials 2. Site visits 3. Consultant reports	

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Figure XIII

NATURE OF IMPACT OF AIDS PROGRAM UPON VARIOUS CLIENT GROUPS (CONTINUED)

LEVEL OF DECISION-MAKING PROCESS	PRODUCTS OR SERVICES						LEVEL OF IMPACT
	Computerized Literature Search	NDN Program Diffusion	R & D Workshops	Synthesis Products	Workshops to Increase User Capacity (AIDS Awareness)	Brokered Assistance	
IHEs (Four Year)	x	x		x	x	x	1. Awareness
	x	x		x	x	x	2. Consideration
	x	x		x		x	3. Commitment
	x	x		x		x	4. Implementation
Statewide	x	x	x	x	x	x	1. Awareness
	x	x	x	x	x	x	2. Consideration
							3. Commitment
							4. Implementation
Major Data Sources for Assessment of Impact	1. "AIDS" User Questionnaire 2. Client testimonials	1. On-site observation 2. D/D project reports 3. Adopter reports	1. Workshop evaluations 2. Follow-up conversations/ observations	1. Client reports 2. Local linker reports	1. Workshop evaluation data 2. Follow-up requests for service	1. Client testimonials 2. Site visits 3. Consultant reports	

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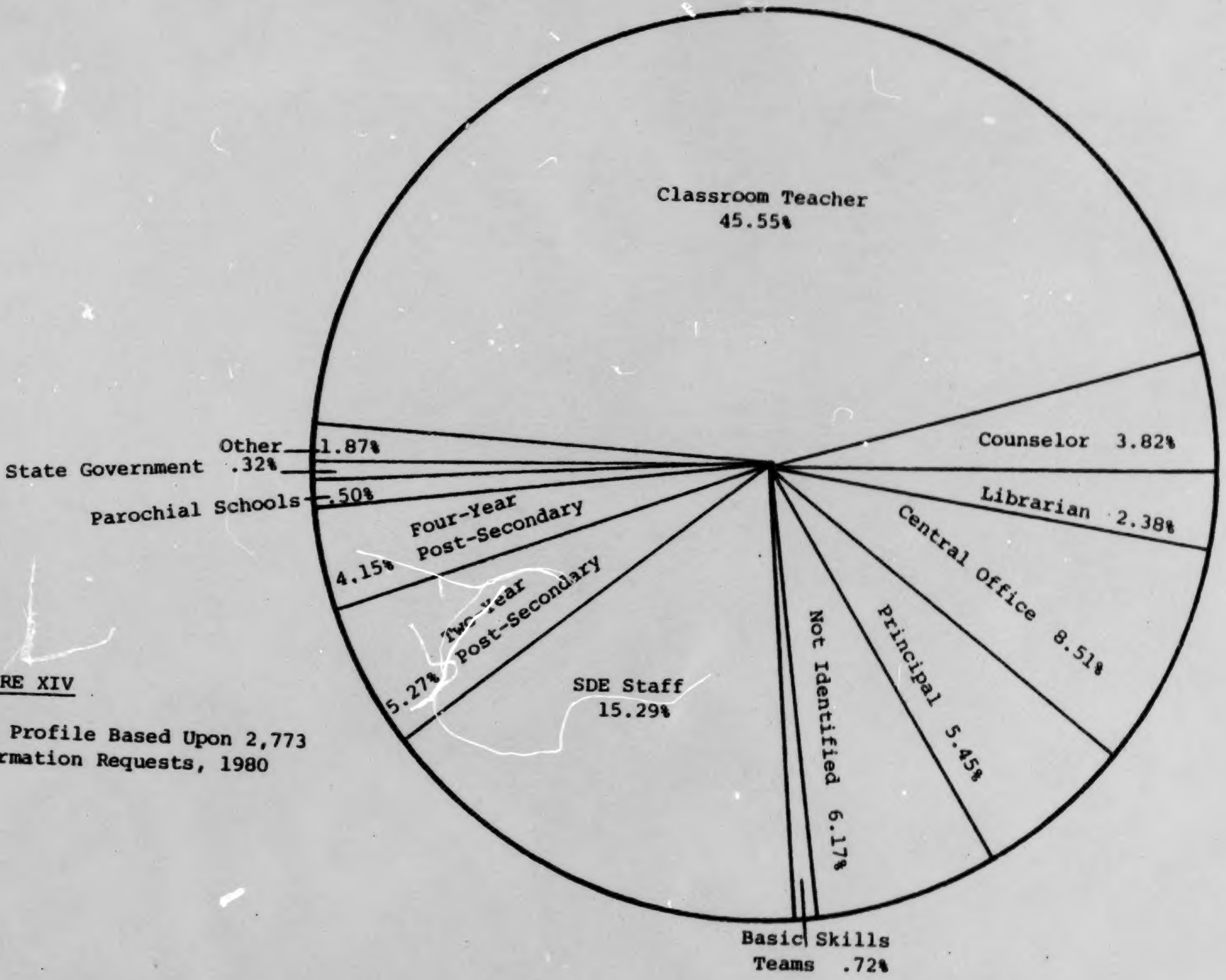
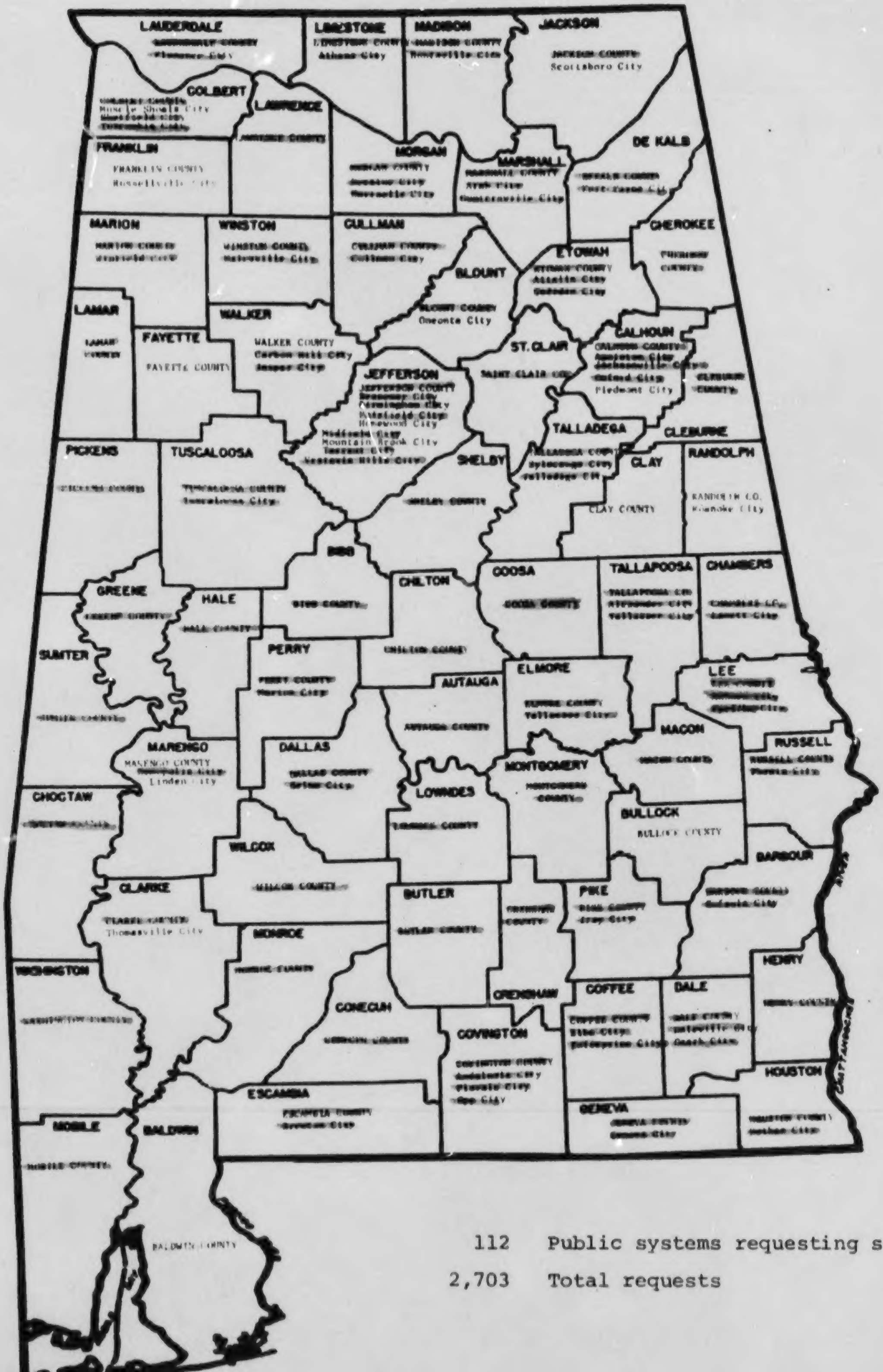


FIGURE XIV

User Profile Based Upon 2,773 Information Requests, 1980

Figure XV

Public School Systems Requesting AIDS Services, 1981


LAUDERDALE
LIMESTONE
Athens City
MADISON
JACKSON
Scottsboro City
COLBERT
Muscle Shoals City
LAWRENCE
FRANKLIN
FRANKLIN COUNTY
Russellville City
MORGAN
MARSHALL
DE KALB
MARION
WINSTON
CULLMAN
CHEROKEE
ETOWAH
BLOUNT
Oneonta City
LAMAR
FAYETTE
FAYETTE COUNTY
WALKER
WALKER COUNTY
Carbon Hill City
Jasper City
ST. CLAIR
CALHOUN
Piedmont City
JEFFERSON
JEFFERSON COUNTY
Bessemer City
Birmingham City
Fairfield City
Homewood City
Midfield City
Mountain Brook City
Tarrant City
Vestavia Hills City
CLEBURNE
TALLADEGA
PICKENS
TUSCALOOSA
SHELBY
CLAY
CLAY COUNTY
RANDOLPH
RANDOLPH CO.
Roanoke City
BIBB
CHILTON
COOSA
TALLAPOOSA
CHAMBERS
GREENE
HALE
SUMTER
PERRY
AUTAUGA
ELMORE
LEE
MARENGO
MARENGO COUNTY
Linden City
DALLAS
MACON
RUSSELL
CHOCTAW
LOWNDES
MONTGOMERY
BULLOCK
BULLOCK COUNTY
WILCOX
BARBOUR
CLARKE
Thomasville City
BUTLER
PIKE
MONROE
WASHINGTON
HENRY
CRENSHAW
COFFEE
DALE
CONECUH
COVINGTON
HOUSTON
ESCAMBIA
GENEVA
MOBILE
BALDWIN
BALDWIN COUNTY
CHATTAHOOCHEE
RIVER

112 Public systems requesting services

2,703 Total requests

Number of Requests by Position

Elementary/secondary teachers	1263
Counselors/librarians	305
Central office personnel	236
All SDE	221
Principals/assistants	151
Technical colleges/community colleges	146
Other postsecondary	115
Basic Skills Teams	20
Catholic schools	14
Other State agencies	9
Other	52
Position not identified	171
	2703

received between January and August, 1981. Note that individuals from 112 of the total 127 LEAs (88%) had requested and received information from AIDS during this time period. Of this group, 47% were classroom teachers, 17% were individuals with building-wide responsibilities (e.g., principals), 9% were central office administrators within LEAs, 8% were SEA management or staff, and 10% were from two-year colleges or State universities. The "AIDS' User Questionnaire," administered to a sample of resource center users over a three-year time period (1978-81), yielded some information related to impact. The random sample of the 6,400 individuals using this service during this time period were asked to note the major effect of the information received (i.e., computerized search and relevant resource center materials). Twenty-nine percent (29%) responded "contributed to improve classroom teaching and management benefits"; and 13% stated "contributed to improved administrative procedures." Only 6% of this random sample suggested "little or no benefit." Ten percent (10%) of the sample acknowledged that information received in this search package caused them to "initiate steps leading to a new program." Other results of this questionnaire are discussed beneath "F."

As discussed elsewhere in this report, the award of the NDN State Facilitator Project to the SDE and the placement of this project in the AIDS office during Year Two of the SCBP greatly enhanced the development of a coordinated dissemination/diffusion program. Information about NDN exemplary projects matching user-identified needs has been disseminated through AIDS' resource center and via other ongoing dissemination strategies. This coordinated approach to local school improvement has accounted for an impressive number of program implementations at the classroom, school building and school system level. Figure XVI illustrates

Figure XVI
NDN Program Implementations by School System

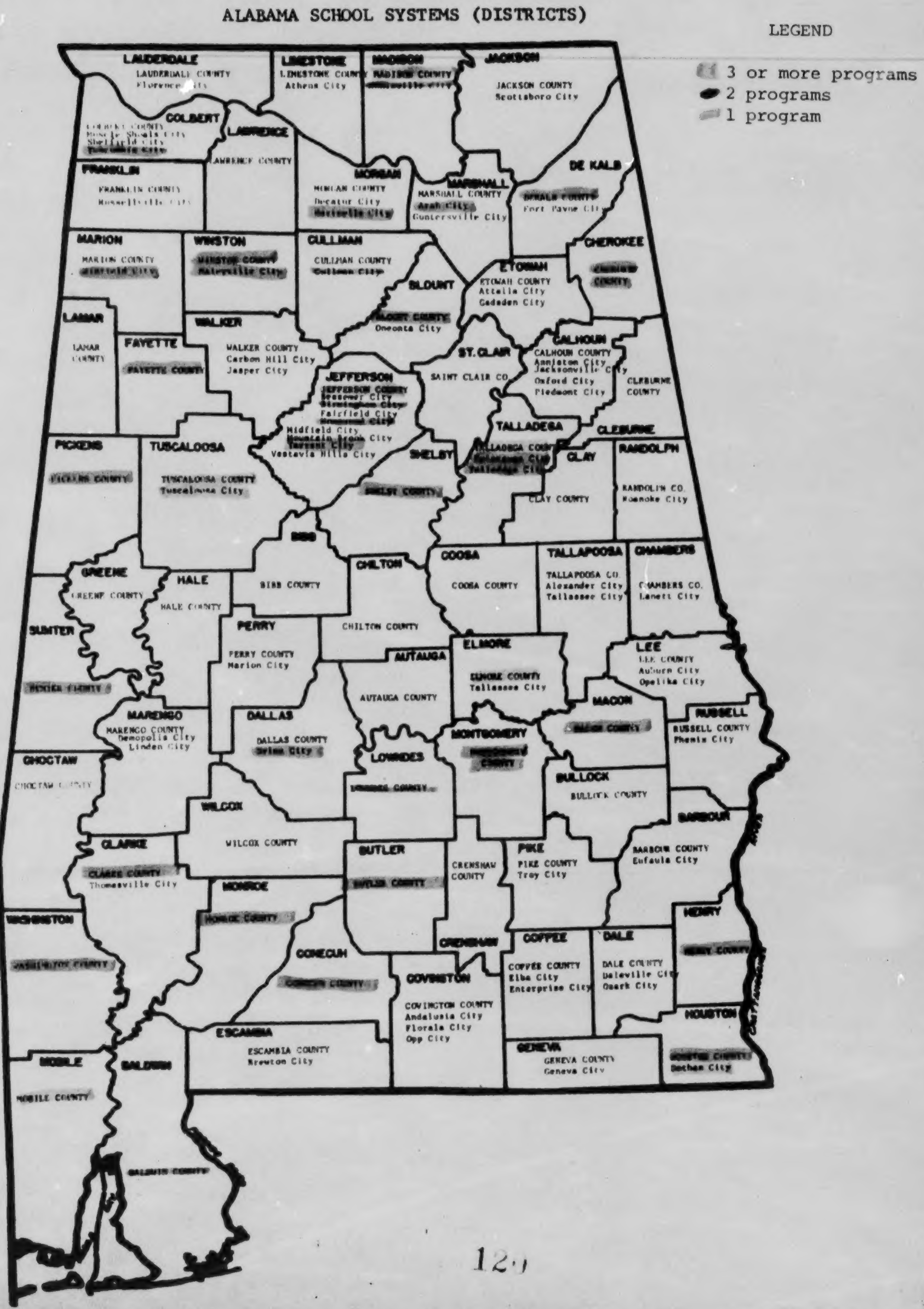
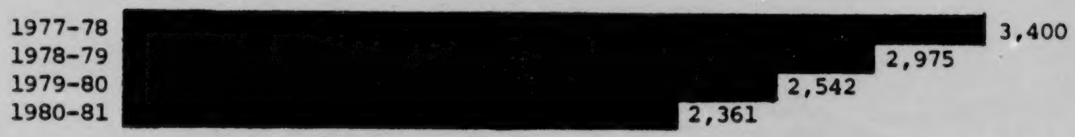

ALABAMA SCHOOL SYSTEMS (DISTRICTS)
LEGEND
▨ 3 or more programs
● 2 programs
▨ 1 program
LAUDERDALE
LAUDERDALE COUNTY
Florence City
LIMESTONE
LIMESTONE COUNTY
Athens City
MADISON
MADISON COUNTY
JACKSON
JACKSON COUNTY
Scottsboro City
COLBERT
COLBERT COUNTY
Muscle Shoals City
Sheffield City
LAWRENCE
LAWRENCE COUNTY
FRANKLIN
FRANKLIN COUNTY
Russellville City
MORGAN
MORGAN COUNTY
Decatur City
Hartselle City
MARSHALL
MARSHALL COUNTY
Arab City
Guntersville City
DE KALB
DEKALB COUNTY
Fort Payne City
MARION
MARION COUNTY
WINSTON
WINSTON COUNTY
Haleyville City
CULLMAN
CULLMAN COUNTY
Cullman City
BLOUNT
BLOUNT COUNTY
Oneonta City
ETOWAH
ETOWAH COUNTY
Attalla City
Gadsden City
CHEROKEE
CHEROKEE COUNTY
LAMAR
LAMAR COUNTY
FAYETTE
FAYETTE COUNTY
WALKER
WALKER COUNTY
Carbon Hill City
Jasper City
ST. CLAIR
SAINT CLAIR CO.
CALHOUN
CALHOUN COUNTY
Anniston City
Jacksonville City
Oxford City
Piedmont City
CLEBURNE COUNTY
JEFFERSON
JEFFERSON COUNTY
Bessemer City
Birmingham City
Fairfield City
Midfield City
Mountain Brook City
Tarrant City
Vestavia Hills City
TALLADEGA
TALLADEGA COUNTY
Talladega City
CLEBURNE
PICKENS
PICKENS COUNTY
TUSCALOOSA
TUSCALOOSA COUNTY
Tuscaloosa City
SHELBY
SHELBY COUNTY
CLAY
CLAY COUNTY
RANDOLPH
RANDOLPH CO.
Roanoke City
BIBB
BIBB COUNTY
CHILTON
CHILTON COUNTY
COOSA
COOSA COUNTY
TALLAPOOSA
TALLAPOOSA CO.
Alexander City
Tallassee City
CHAMBERS
CHAMBERS CO.
Lanett City
GREENE
GREENE COUNTY
HALE
HALE COUNTY
SUMTER
SUMTER COUNTY
PERRY
PERRY COUNTY
Marion City
AUTAUGA
AUTAUGA COUNTY
ELMORE
ELMORE COUNTY
Tallassee City
LEE
LEE COUNTY
Auburn City
Opelika City
MARENGO
MARENGO COUNTY
Demopolis City
Linden City
DALLAS
DALLAS COUNTY
Selma City
MACON
MACON COUNTY
RUSSELL
RUSSELL COUNTY
Phenix City
CHOCTAW
CHOCTAW COUNTY
LOWNDES
LOWNDES COUNTY
MONTGOMERY
MONTGOMERY COUNTY
BULLOCK
BULLOCK COUNTY
WILCOX
WILCOX COUNTY
BARBOUR
BARBOUR COUNTY
Eufaula City
CLARKE
CLARKE COUNTY
Thomasville City
BUTLER
BUTLER COUNTY
CRENSHAW COUNTY
PIKE
PIKE COUNTY
Troy City
MONROE
MONROE COUNTY
WASHINGTON
WASHINGTON COUNTY
HENRY
HENRY COUNTY
CONECUH
CONECUH COUNTY
CRENSHAW
COFFEE
COFFEE COUNTY
Elba City
Enterprise City
DALE
DALE COUNTY
Daleville City
Ozark City
COVINGTON
COVINGTON COUNTY
Andalusia City
Florala City
Opp City
HOUSTON
HOUSTON COUNTY
Dothan City
ESCAMBIA
ESCAMBIA COUNTY
Brewton City
GENEVA
GENEVA COUNTY
Geneva City
MOBILE
MOBILE COUNTY
BALDWIN
BALDWIN COUNTY

Figure XVII

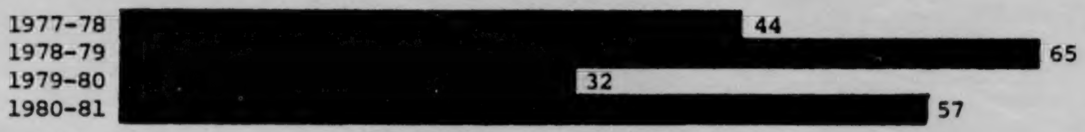
NDN ACTIVITY

1977-81

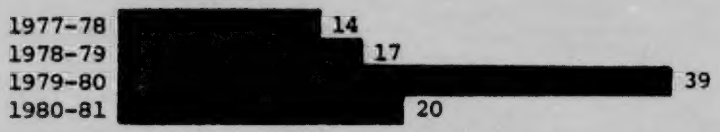
a. Number of NDN Program(s) Descriptions Distributed Via Resource Center



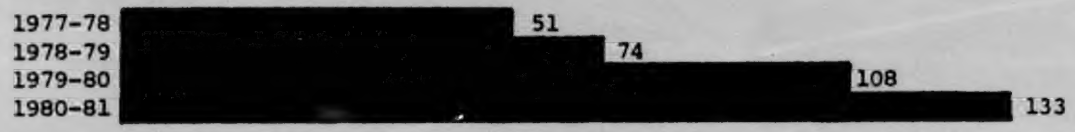
b. Specific NDN Program(s) Awareness



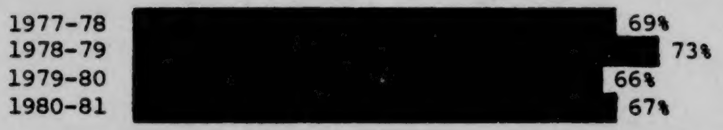
c. Number of NDN Program(s) Training Sessions



d. Number of NDN Program Adoptions by School Site



e. Percentage of NDN Program(s) Adoptions in LEAs with AIDS Linkers



Total number of NDN program adoptions - 85

Total number of different NDN programs implemented - 35 the distribution of these across the State, while Figure XVII provides other statistical data germane to the impact which this service has had upon locals. Note that the data in Figure XVII d. reflects changes at the classroom level. The value of operating a coordinated dissemination/ diffusion program is confirmed by figures in Figure XVII e. for each year, an impressive majority of these program implementations occurred within one of the 52 LEAs in which a trained AIDS linker was operating.

In addition to NDN program adoptions, AIDS activities have resulted in implementations of other r & d-based programs. Some of these have been outgrowths of information received from a search of the ERIC database; others have resulted from AIDS' participation in the R & D Exchange through cooperation with AEL. Table 10 shows the numbers of individuals targeted through various dissemination strategies conducted in 1980 and 1981 to disseminate the following research projects and products:

1. "Classroom Organization and Effective Teaching," University of Texas R & D Center on Teacher Education, Austin, Texas.
2. "Proficiency Verification System" (PVS), developed by the Southwest Regional Educational Laboratory.
3. The "Staff Development Model" developed by Dr. Jane Stallings, Stallings Institute for Teaching and Learning.

As a result of these activities, thousands of teachers have become aware of research findings that have enabled improvement in practice at the classroom level, hundreds of principals have received knowledge and insights to promote school-wide improvements, and dozens of SDE consultants have been updated as have dozens of teacher educators. Two school systems are currently piloting the PVS, and another LEA is considering this innovation. Two LEAs have brought Dr. Stallings on site to train all of their central office staff and local school

HOW?	*TO WHOM?*									*FOR WHAT PURPOSE/END?*			
DISSEMINATION STRATEGY	TARGET AUDIENCES									LEVEL OF DISSEMINATION			
	C.R. TEACHERS	PRINCIPALS	LOCAL S.D.	LOCAL C & I	TEACHER CORPS/ CENTER	SDE S.D.	SDE C & I	IHEs	BASIC SKILLS TEAMS	1 SPREAD	2 EXCHANGE	3 CHOICE	4 USE
1. Sponsored attendance at Rx Potpourri Workshop **A. Formation of RIP teams** **B. Formation of LMIP Task Force**	8	10	1	13	15		13	1	9	—	—		
2. Sponsored attendance at Stallings, COET and PVS workshops	3	18		12	8	1	16		23	—	—	—	
3. Replication of Stallings, PVS, COET workshops	8	4	20	12	11	4	6	9	5	—	—	—	
4. Reproduction and distribution of R & D materials	✓ ←	✓	✓	✓	✓ 1,000's	✓	✓	✓	✓ →				

HOW?	*TO WHOM?*									*FOR WHAT PURPOSE/END?*			
DISSEMINATION STRATEGY	TARGET AUDIENCES									LEVEL OF DISSEMINATION			
	C.R. TEACHERS	PRINCIPALS	LOCAL S.D.	LOCAL C & I	TEACHER CORPS/ CENTER	SDE S.D.	SDE C & I	IHEs	BASIC SKILLS TEAMS	1 SPREAD	2 EXCHANGE	3 CHOICE	4 USE
5. Design and conduct of workshops incorporating R & D findings and products for LEA inservice programs	393	16	9	86						━	━		
6. Design and conduct of workshops incorporating R & D findings for Basic Skills Teams						23				━	━		
7. Design and conduct of awareness level workshops for local staff development coordinators (in collaboration with SDE Staff Development unit)						63				━	━	━	

HOW?	TO WHOM?									FOR WHAT PURPOSE/END?			
DISSEMINATION STRATEGY	TARGET AUDIENCES									LEVEL OF DISSEMINATION			
	C.R. TEACHERS	PRINCIPALS	LOCAL S.D.	LOCAL C & I	TEACHER CORPS/ CENTER	SDE S.D.	SDE C & I	IHEs	BASIC SKILLS TEAMS	1 SPREAD	2 EXCHANGE	3 CHOICE	4 USE
8. Facilitation of design and production of comprehensive staff development module for administrators in collaboration with SDE's Leadership Management Program	1	2	4	7	2		3			━━	━━		
9. Conduct of staff development module		20		6						━━	━━	━━	
10. Support of LEA replications of Rx workshops	155	164	19	67	8					━━	━━	━━	
11. Technical assistance to LEAs implementing programs	120	4	10	20	8							━━	━━

HOW?	TO WHOM?									FOR WHAT PURPOSE/END?			
DISSEMINATION STRATEGY	TARGET AUDIENCES									LEVEL OF DISSEMINATION			
	C.R. TEACHERS	PRINCIPALS	LOCAL S.D.	LOCAL C & I	TEACHER CORPS/ CENTER	SDE S.D.	SDE C & I	IHEs	BASIC SKILLS TEAMS	1 SPREAD	2 EXCHANGE	3 CHOICE	4 USE
12. "Brokering" of assistance between and among LEA adopters and other interested LEAs													
13. Development of formalized collaborative relationships between and among LEAs and Dissemination Unit													
- CAUSE	32	16	18	17	4	3	18	12					
- SAILS	14	7	2	6									

principals. These two LEAs are currently considering adopting the Stallings Model to their local needs. Dozens of LEAs have incorporated findings and products of the COET project into system-wide in-service programs. These are only isolated examples of the results of AIDS' efforts to promote r & d-based solutions to problems and needs across all levels of education in the State.

Hard data concerning the impact of synthesis products are not readily obtainable. For example, AIDS has selectively disseminated, both directly and indirectly, hundreds of copies of the RDIS products, Research Within Reach (Reading and Math). In addition, AIDS has designed and facilitated numerous workshops to orient teachers and administrators to this publication. At present, however, no extensive survey of the extent to which these publications may have effected practice has been conducted. Isolated individuals have reported their value. The same can be stated concerning the impact of other such products that have been disseminated over the project life as well as about the impact of brokered consultative assistance and AIDS' awareness workshops. Services and products that are generalized, as opposed to problem-specific, are more difficult to relate to discrete improvement efforts. In many instances, these more generalized services may "trigger" other actions that are more directly related to improvement of practice.

In summary, AIDS' services and products have been viewed as means toward the end of school improvement. While the total impact cannot be described or documented, the above examples should provide the reader with a flavor of the type and levels of improvements that AIDS has facilitated and/or supported.

Dissemination of Project

In addition to practicing proactive dissemination on a statewide basis, AIDS staff members have shared experiences, knowledge, successful strategies, important learnings, significant accomplishments, etc., at the regional and national level. This has been accomplished through a variety of informal, general activities (e.g., telephone conversations, correspondence, attendance and active participation in regional and national conferences, forums, seminars, workshops, planning sessions, etc.) as well as formal presentations and involvement in programs of a more specific nature such as:

- Presentation to NIE staff, Washington, January, 1979
- Presentation at RDU Conference, Orlando, February, 1979
- Hosting on-site visits from other SCBP as follows:
    - Louisiana, two days, 1980
    - Louisiana, one-day follow up, 1981
    - Louisiana, one-day training in use of Quandary retrieval system, 1981
    - Mississippi, two days, 1980
    - Tennessee, two days, 1979
    - Tennessee, three days (linker workshop), 1979
    - Tennessee, two days follow up, 1980
- Presentation at NDLP Conference, Minneapolis, 1980
- Group facilitator at NDN Conference, Denver, 1981
- Presentation and panel member, AEL Forum, 1981 (involved AIDS staff member and five local linkers)

F. Other Pertinent Issues

1. Client Responsiveness to and Satisfaction With Services

From the beginning of the SCBP, AIDS staff has been aware of the importance of documenting, evaluating and assessing all aspects of the AIDS operation as well as ascertaining responsiveness to and satisfaction with services. A variety of strategies, both formal and informal, have been employed. The activities reported below are but a sampling of the numerous efforts designed to secure information which could be used for planning and continuous improvements.

AIDS User Questionnaire

As a part of the evaluation of AIDS services, the AIDS staff designed a questionnaire (see Exhibit B) to be completed by persons who had requested information from the AIDS office during the three-year period from September 1, 1978, through August 31, 1981. The survey instrument was designed to collect evidence regarding: (a) means by which users learned of AIDS services, (b) types of services requested and frequency, (c) major effect or benefit of services, (d) types of services requested and frequency, and (3) place of employment of users.

Approximately 9,000 requests for information had been received by the AIDS office during the three-year period being studied. About 6,400 of the requests required a computerized literature search. The response package prepared for these clients consisted of several parts including: (a) a computer printout listing annotations and complete bibliographic references of literature related to the clients' interests, (b) other pertinent materials including abstracts of State and national programs and projects, and (c) suggestions for using the response package and directions for obtaining additional information.

The population to be sampled for the survey was defined as the 6,400 clients who received the "standard" response package during the 1978-79, 1979-80, or 1980-81 school years. A random sample of 400 was drawn. Complete addresses were obtained for 301 of those sampled, and survey instruments were mailed September 25, 1981. Completed questionnaires were received from 174 clients, a return rate of 59.4 percent. A summary of return rates by year is presented in Table 11.

Table 11

Summary of AIDS User Questionnaires Mailed and Returned

Year	Number Mailed	Not Delivered	Assumed Delivered	Returned	Return Rate
1980-81	101	1	100	63	63.0
1979-80	163	6	157	89	56.7
1978-79	37	1	36	22	61.1
TOTALS	301	8	293	174	59.4

For the purpose of presenting data and interpreting the findings, all respondents were grouped into "user groups" based on their position or job title. This grouping permitted easy comparisons of persons in various professional positions regarding how they learned of AIDS, utilized the services, perceived the benefits, etc. The user groups and the number of respondents in each are listed below.

Description of User Groups	Number of Respondents
Teachers (elementary and secondary teachers, librarians, and counselors)	76
Principals (elementary and secondary building principals or assistants)	20
Central Office (superintendents or assistants, supervisors and other LEA central office personnel)	35
Postsecondary (all persons in two-year or four-year postsecondary institutions)	18
State Employees (employees of the State Department of Education as well as other State agencies or departments)	16
Other (includes three respondents who did not identify their position)	9
Total Respondents	174

The findings of this questionnaire are presented in Tables 12 - 20. Comments and conclusions are presented beneath each table for the convenience of the reader.

Table 12

Source of Initial Awareness of the AIDS Office and Its Services

Item	Everyone		Teachers		Principals		Central Office		Post-Secondary		State Employees		Other	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%
1. Article in the Alabama Education newspaper	12	6.9	6	8.1	2	10.0	1	2.8	2	11.1	0	0.0	1	11.1
2. Awareness presentation by AIDS staff member	44	25.5	13	17.5	5	25.0	17	48.5	3	16.6	5	31.2	1	11.1
3. AIDS brochure or other printed material	10	5.8	2	2.7	1	5.0	7	20.0	0	0.0	0	0.0	0	0.0
4. Through a local in-service program	15	8.7	9	12.1	3	15.0	0	0.0	2	11.1	1	6.2	0	0.0
5. Informally (word-of-mouth) from a colleague	40	23.2	19	25.6	3	15.0	5	14.2	5	27.7	6	37.5	2	22.2
6. College course (undergraduate or graduate)	40	23.2	23	31.0	5	25.0	4	11.4	4	22.2	0	0.0	4	44.4
7. SDE employee other than AIDS staff	9	5.2	2	2.7	1	5.0	2	2.8	0	0.0	4	25.0	1	11.1
8. Other	2	1.1	0	0.0	0	0.0	0	0.0	2	11.1	0	0.0	0	0.0
Totals	172	100.0	74	100.0	20	100.0	35	100.0	18	100.0	16	100.0	9	100.0

Source of Initial Awareness of the AIDS Office and Its Services (Continued)

Comments:

1. The majority of educators (72 percent) learned of AIDS' services from three sources: (a) presentations by the AIDS staff, (b) in connection with a college course, or (c) by word-of-mouth from a colleague.

2. College courses and colleagues were the most important sources for teachers, whereas formal presentations by the AIDS staff were most often cited by central office personnel. This may indicate that central office personnel (i.e., administrators, supervisors, coordinators, etc.) either have more opportunity or are more apt to attend meetings, workshops, etc., where formal presentations are made.

3. Printed material alone (brochures, posters, newspaper articles) appeared to be relatively ineffective as a means for creating initial awareness of services such as AIDS.

4. In spite of a large number of awareness presentations arranged specifically for State employees, less than one-third indicated the presentations as the source of their information about AIDS.

Table 13

Total Number of Different Occasions AIDS Services Were Requested Since Its Founding

Item	Everyone		Teachers		Principals		Central Office		Post-Secondary		State Employees		Other	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%
1. Once	51	29.3	35	46.0	4	20.0	6	17.1	2	11.1	1	6.2	3	33.3
2. 2 to 5 times	74	42.5	31	40.7	11	55.0	13	37.1	7	38.8	9	56.2	3	33.3
3. 6 to 10 times	26	14.9	5	6.5	4	20.0	6	17.1	6	33.3	3	18.7	2	22.2
4. More than 10 times	23	13.2	5	6.5	1	5.0	10	28.5	3	16.6	3	18.7	1	11.1
Totals	174	100.0	76	100.0	20	100.0	35	100.0	18	100.0	16	100.0	9	100.0

Comments:

1. Over 70 percent of AIDS' clients were multiple users, that is, made information requests more than once.
2. Central office personnel were the most consistent "heavy" users of services. Almost 29 percent indicated they had made information requests more than ten (10) different times.

Table 14

Steps Taken to Obtain Additional Information After Reviewing Printout of Annotated Citations

Item	Everyone (N=174)		Teachers (N=76)		Principals (N=20)		Central Office (N=35)		Post-Secondary (N=18)		State Employees (N=16)		Other (N=9)	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%
1. Took no further action after reviewing printout	81	46.5	34	44.7	11	55.0	15	42.8	10	55.5	8	50.0	3	33.3
2. Ordered microfiche from AIDS office	46	26.4	15	19.7	4	20.0	12	34.2	5	27.7	7	43.7	3	33.3
3. Obtained microfiche from other source	61	35.0	23	30.2	6	30.0	15	42.8	8	44.4	5	31.2	4	44.4
4. Ordered complete journal articles from AIDS office	61	35.0	20	26.3	6	30.0	17	48.5	7	38.8	5	31.2	6	66.6
5. Located journal articles from other source	93	53.4	38	50.0	11	55.0	21	60.0	11	61.1	7	43.7	5	55.5

Comments:

1. The majority of users take a "second step" to acquire more information after reviewing the printout of annotated citations. Only 46.5 percent indicated they took no further action. The majority obtained microfiche or complete journal articles from the AIDS office or other sources.
2. Microfiche and complete journal articles were obtained more often from sources other than the AIDS office, suggesting that AIDS services promote better utilization of existing resources such as university and public libraries, national information services, etc.

Table 15

Use Made of Abstracts Describing NDN Exemplary Programs or Other Materials in the Alabama Resource File

Item	Everyone (N=174)		Teachers (N=76)		Principals (N=20)		Central Office (N=35)		Post-Secondary (N=18)		State Employees (N=16)		Other (N=9)	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%
1. No abstracts were included in the response package sent to me	61	35.0	28	36.8	7	35.0	6	17.1	10	55.5	5	31.2	5	55.5
2. Reviewed abstracts but took no further action	49	28.1	21	27.6	9	45.0	9	25.7	4	22.2	6	37.5	0	0.0
3. Discussed abstracts with colleague	53	30.4	23	30.2	4	20.0	12	34.2	5	27.7	6	37.5	3	33.3
4. Contacted AIDS office or other source for additional information	26	14.9	10	13.1	1	5.0	11	31.4	0	0.0	3	18.7	1	11.1
5. Abstracts have led to a new program being considered or adapted	17	9.7	5	6.5	0	0.0	8	22.8	2	11.1	1	6.2	1	11.1

Comments:

NOTE: One-page abstracts of NDN exemplary programs are included in some response packages as a low-cost means of promoting awareness of these programs when they are related to the client's area of interest.

1. The inclusion of one-page abstracts has led to 17 new programs being adopted or seriously considered during the three-year period of the survey.

2. Central office personnel (i.e., local decision makers) were most apt to take action leading to the installation of a new program or practice.

Table 16

Typical Use Made of Response Package After Client Has Reviewed It

Item	Everyone (N=174)		Teachers (N=76)		Principals (N=20)		Central Office (N=35)		Post-Secondary (N=18)		State Employees (N=16)		Other (N=9)	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%
1. Is discarded	6	3.5	2	2.7	2	10.0	1	2.9	9	0.0	1	6.6	0	0.0
2. Filed for future reference	77	45.2	42	56.7	10	50.0	7	20.5	10	55.5	7	46.6	1	11.1
3. Shared with others	87	51.1	30	40.5	8	40.0	26	76.4	8	44.4	7	46.6	8	88.8
Totals	170	100.0	74	100.0	20	100.0	34	100.0	18	100.0	15	100.0	9	100.0

Coments:

1. The information from an AIDS response package appears to be multiplied as indicated by the finding that over 51 percent of the clients share the material with others.

2. Central office personnel are the most active group in bringing the information to the attention of others.

Table 17

Major Effect or Benefit of Services Received from AIDS

Item	Everyone (N=174)		Teachers (N=76)		Principals (N=20)		Central Office (N=35)		Post-Secondary (N-18)		State Employees (N=16)		Other (N=9)	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%
1. Assisted in completing graduate course	103	59.1	55	72.3	13	65.0	19	54.2	12	66.6	1	6.2	3	33.3
2. Provided direction to other sources of information	107	61.4	43	56.5	12	60.0	22	62.8	14	77.7	10	62.5	6	66.6
3. Provided assistance in preparation for workshop or other preparation	57	32.7	9	11.8	7	35.0	22	62.8	6	33.3	9	56.2	4	44.4
4. Contributed to improved classroom teaching and management techniques	50	28.7	18	23.6	4	20.0	12	34.2	6	33.3	6	37.5	4	44.4
5. Contributed to improved curriculum design or materials	40	22.9	12	15.7	1	5.0	13	37.1	3	16.6	6	37.5	5	55.5
6. Contributed to improved administrative procedures	23	13.2	1	1.3	4	20.0	10	28.5	3	16.6	3	18.7	2	22.2
7. Other benefit	11	6.3	5	6.5	2	10.0	1	2.8	1	5.5	0	0.0	2	22.2
8. Provided little or no benefit	10	5.7	5	6.5	2	10.0	1	2.8	0	0.0	2	12.5	0	0.0

Major Effect or Benefit of Services Received From AIDS (Continued)

Comments:

1. An AIDS literature search is most frequently used to provide an overview of existing information and as a lead to other sources of information. All categories of users indicated this was the most important benefit of AIDS' services.

2. Assistance in completing a graduate course was the second most important benefit. Teachers, in particular, cited this assistance as a major benefit.

3. Twenty-nine percent of all users indicated AIDS services had made a major contribution to improved classroom teaching and management; 23 percent indicated a contribution to curriculum improvement, and 13 percent indicated an improvement in administrative procedures.

4. Central office personnel were the local user group which perceived AIDS' services as having greatest impact on teaching, curriculum, and administration.

Table 18

If AIDS' Services Were Not Available, How Would Client Obtain Comparable Information

Item	Everyone (N=174)		Teachers (N=76)		Principals (N=20)		Central Office (N=35)		Post-Secondary (N=18)		State Employees (N=16)		Other (N=9)	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%
1. Purchase computer search through library or other source	35	20.1	9	11.8	8	40.0	8	22.8	7	38.8	3	18.7	0	0.0
2. Hand search literature in library	118	67.8	56	73.6	15	75.0	22	62.8	12	66.6	9	56.2	4	44.4
3. Identify other unique source	9	5.1	2	2.6	0	0.0	2	5.7	1	5.5	4	25.0	0	0.0
4. Client would not have the resources (time/money/contacts) to obtain comparable information	83	47.7	37	48.6	7	35.0	20	57.1	8	44.4	7	43.7	4	44.4

Comments:

Nearly half (48 percent) of AIDS users felt they could not have gotten the information they needed if the AIDS services had not been available.

Table 19

Rating of Value of Having a Service Such as AIDS Available to Educators

Item	Everyone		Teachers		Principals		Central Office		Post-Secondary		State Employees		Other	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%
1. Very valuable	109	64.8	46	61.3	12	60.0	21	63.6	14	77.7	12	75.0	4	66.6
2.	35	20.8	15	20.0	4	20.0	8	24.2	4	22.2	2	12.5	2	33.3
3.	15	8.9	10	13.3	2	10.0	1	3.0	0	0.0	2	12.5	0	0.0
4.	7	4.1	3	4.0	2	10.0	2	6.0	0	0.0	0	0.0	0	0.0
5. Little value	2	1.1	1	1.3	0	0.0	1	3.0	0	0.0	0	0.0	0	0.0

Comments:

Nearly 85 percent of all users felt that a service such as AIDS was very valuable or valuable to educators.

Table 20

Employers of Survey Respondents

Item	Everyone		Teachers		Principals		Central Office		Post-Secondary		State Employees		Other	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%
1. County school system with more than 20,000 students	27	16.4	17	23.2	4	20.0	4	13.7	1	5.5	0	0.0	1	12.5
2. County school system with 4,000 to 20,000 students	38	23.1	18	24.6	9	45.0	10	34.4	0	0.0	0	0.0	1	12.5
3. County school system with fewer than 4,000 students	8	4.8	6	8.2	1	5.0	1	3.4	0	0.0	0	0.0	1	12.5
4. City school system with more than 20,000 students	12	7.3	9	12.3	1	5.0	2	6.8	0	0.0	0	0.0	0	0.0
5. City school system with 2,000 to 20,000 students	29	17.6	16	21.9	4	20.0	8	27.5	0	0.0	0	0.0	1	12.5
6. City school system with fewer than 2,000 students	8	4.8	5	6.8	0	0.0	2	6.8	1	5.5	0	0.0	0	0.0
7. Junior-community college	11	6.7	0	0.0	0	0.0	0	0.0	10	55.5	0	0.0	1	12.5
8. Technical college/ institute	3	1.8	0	0.0	0	0.0	0	0.0	2	11.1	0	0.0	1	12.5
9. State Department of Education	12	7.3	0	0.0	0	0.0	0	0.0	0	0.0	12	75.0	0	0.0
10. Other State agency or department	6	3.6	0	0.0	0	0.0	1	3.4	1	5.5	3	18.7	1	12.5
11. Other	10	6.0	2	2.7	1	5.0	1	3.4	3	16.6	1	6.2	2	25.0
Totals	164	100.0	73	100.0	20	100.0	29	100.0	18	100.0	16	100.0	8	100.0

Comments: (No comments--table presented for information only.)

● Feedback on Information Packages (Searches)

Since its inception AIDS has included user evaluation forms (see Exhibit C) in each information package delivered. Return rate has averaged about 25% over the life of the project.

Returns are reviewed individually for immediate follow-up action if needed. In addition, quarterly totals and user comments are reviewed and analyzed for trends that might indicate a need for revision in operating procedures, processes, etc. (Table 6 in Section B provides a summary of these user evaluations.)

● Survey of All LEA Linkers and Users in Selected School Systems with Linkers

An ambitious intelligence gathering effort was undertaken in the spring of 1979 in the form of a survey of AIDS' linkers and users in selected systems (See Exhibit D). Reports of individual LEA results were presented to linkers from participating LEAs during a Linker workshop. A copy of the "Executive Summary" of results was delivered to the linker and superintendent from each participating LEA. Results of the survey were used in selecting "new" linkers, in designing a three-day workshop for all linkers, as well as in revising certain procedures, forms, etc., associated with service delivery. (See Exhibit E for a copy of the "Executive Summary" of results.)

2. Significant Learnings

Five years of direct, intensive involvement in the design, implementation and evaluation of a coordinated, comprehensive dissemination/diffusion program have provided AIDS with a knowledge base grounded in both theory and practice. As the program has evolved, AIDS staff have taken full advantage of craft knowledge, have looked at the literature and have relied upon recognized experts in the field of dissemination and change theory for guidance in planning and implementing activities associated with each phase of project development from awareness through evaluation. Staff have attempted to internalize those precepts and principles most applicable to the state-of-the-art and practice in Alabama and most relevant to the identified needs and priorities of Alabama educators. The developmental approach adopted by Project planners has enabled short-term piloting and evaluation of both techniques and strategies adapted from others as well as those conceptualized by AIDS' staff.

Practically everything that the AIDS staff knows about dissemination has been learned during the life of the SCBP. AIDS has never had anyone join the staff who, by virtue of education or experience, was a "dissemination specialist." The present level of staff proficiency and effectiveness has been attained by a small group of highly committed individuals who believe in what they are doing and who have been willing to work untiringly over a long period of time to develop competencies which enable AIDS to provide services to Alabama educators. These efforts have been driven by one overarching purpose--the improvement of educational experiences for students. Obviously, it is neither possible nor desirable to report the myriad learnings which have evolved during the past five years. Furthermore, while some of the learnings may be unique to AIDS, many tend to substantiate what others have theorized or corroborate experiential learnings of disseminators engaged in similar activities. Nevertheless, the learnings/observations/impressions reported below have been helpful to the AIDS staff and seem to offer some basic insights worth sharing.

To be effective, educational dissemination must be viewed as a multidimensional process. Multidimensional because each critical variable associated with its implementation is pluralistic not monolithic in nature. The (a) needs and interests of client groups are varied hence the (b) types of resources they require are different as are the (c) delivery systems which ultimately reach and can potentially impact them. Thus a wide range and variety of customized dissemination strategies are essential if maximum benefits are to be derived. Furthermore, dissemination efforts must go beyond mere provision of information and focus upon "educating" people first to recognize a need for information and then to use knowledge in the improvement of practice.

To be both affordable and workable, educational dissemination must be collaborative in nature. Many agencies and organizations are in possession of the resources -- human and material -- required for educational improvement. For one agency to replicate the resources or services of another is neither understandable nor justifiable from a management perspective; it is neither understandable nor acceptable from the client perspective. Linkages between and among resource agencies must be conceptualized and activated. From its inception, AIDS has practiced cooperation, coordination, and collaboration in lieu of duplication, replication, and autonomous action. As a result, networks with colleagues engaged in similar missions are in place and functioning. AIDS will continue to capitalize upon these established networks, refine these, and develop new ones as necessary in perfecting its unified and comprehensive dissemination/diffusion system.

To be legitimate over time, educational dissemination must be continuously evaluated. The environment in which dissemination occurs is not static, rather it is fluid, ever-changing. Target groups of clients, their needs and interests, resources and resource configurations, delivery systems--all are in constant flux. What worked today may not work tomorrow and vice versa. Formative evaluation activities are essential to the success of any educational improvement effort.

The above learnings strongly suggest that multiple strategies must be designed to assure maximum involvement of users in all phases of the dissemination/diffusion process--from initial awareness to implementation. Provisions for both formal and informal input and feedback are essential in order that users have a significant influence on the services being provided. Sensitivity and responsiveness to user needs coupled with the staff's commitment to strive constantly for improvement are important factors in building a successful dissemination program.

In its capacity as State Facilitator (SF) in the National Diffusion Network (NDN), AIDS has designed variable strategies discriminated and tailored to its multiple client groups for each of the following subsystems of the project: (1) Awareness; (2) Needs Identification and Matching; (3) Pre-Adoption Information Acquisition; (4) Training; (5) Monitoring and Technical Assistance.

The design of dissemination strategies for each subsystem proceded from a pool of resource variables developed as a part of project planning. For each subsystem, variables for strategy selection were offered in three critical areas: target client group (to whom), deliverable (products) and delivery system (how).

The most and least effective strategies for each subsystem, based upon both formal and informal assessments of the SF, are delineated below.

AWARENESS SUBSYSTEM

Most Effective Practices and Strategies:

1. Training and support of project collaborators (i.e., Title I, Title IV-C and instructional staff members, Basic Skills Team members, IHE faculty and professional associations) to enable their direct promotions of "level one" awareness.
2. Involvement of project collaborators in planning and facilitation of statewide awareness sessions (e.g., programming of NDN exemplary program awareness presentations at State or regional conferences sponsored by Title I, special education, career education, attendance supervisors, Alabama Reading Association, etc.)
3. Training and support of AIDS' local school system linkers to enable their direct promotion of "level one" awareness.
4. Involvement of local school system linkers in planning and facilitation of local system awareness sessions.
5. Operation of the SF as a part of the State's coordinated dissemination/diffusion unit (AIDS) which enables (1) inclusion of descriptions of relevant Developer/Demonstrater (D/D) projects in all AIDS' response packages to client requests for information concerning program improvement needs, (2) discussion of NDN options in one-to-one conferencing with resource center clients, and (3) inclusion of NDN and SF awareness in all AIDS' awareness presentations.
6. Use of in-state project adopters as presenters at awareness sessions.
7. Education of all professional staff of AIDS to as many different D/D projects as possible (through attendance at in-state awareness and training sessions, review of D/D awareness materials, etc.).

This promotes optimal effectiveness of functions referenced in #5.

8. Small-scale, personalized approaches to promotion of awareness at all levels.

9. "On-adopter-site" visit by interested clients, either in state or nearby out-of-state sites. (On-developer site visit can be very effective, but also very costly.)

10. Promotion and facilitation of Alabamians' attendance at Title I NDN Regional Awareness Conference.

Least Effective Practices and Strategies:

1. Large (in excess of 300 participants and/or eight D/D presenters) statewide awareness conferences.

2. Mass, indiscriminate mailing of NDN, SF, and/or D/D awareness materials.

3. Regional awareness conferences, except Title I (D/Ds frequently are not targeted to Alabama needs, conferences are too large and travel expenses are often prohibitive).

NEEDS IDENTIFICATION AND MATCHING SUBSYSTEM

Most Effective Practices and Strategies:

1. Personal, one-to-one interactions with clients regarding nature, scope and intensity of need areas as well as system or environmental characteristics are essential. Due to resource and staff limitations, involvement of project collaborators and local linkers has been essential to the operation of this personalized, one-to-one approach.

2. Maximum involvement of those who will ultimately implement project (e.g., teachers and building principals) in this phase of the adoption process.

3. Provision of information concerning alternative D/Ds (as opposed to one selected D/D) in response to individual client needs.

4. Use of existing local needs assessment data in counseling/conferencing with clients.

5. Use of existing local needs assessment data in counseling/conferencing with clients.

Least Effective Practices and Strategies:

1. Mass mailings of paper-and-pencil needs identification instruments (e.g., SF Needs Identification Survey).
2. Recommending single solution to given problem/need.
3. Expending scarce SF and D/D resource by allowing reasonable amount of "window shopping."

PRE-ADOPTION INFORMATION ACQUISITION SUBSYSTEM

Most Effective Practices and Strategies:

1. Arranging for prospective adopters to talk directly with D/D (either face-to-face when possible or via telephone conference). It is particularly important that such a conversation occur prior to any decision to visit a D/D site so that a determination of the necessity of such a visit can be made.
2. Arranging for prospective adopter to visit and talk directly with an in-state project adopter (if one exists) or with an out-of-state adopter in a school/system with characteristics similar to prospective adopter site.
3. SF conferencing with client to generate key questions client wishes to pose to D/D and other project adopters prior to any site visit.

Leave Effective Practices and Strategies:

1. Reliance upon print-based media, e.g., project materials and correspondence.
2. Dependence upon SF (or other "third party") to convey essential information concerning project. (Often too much is lost in the translation.)

TRAINING SUBSYSTEM

Most Effective Practices and Strategies:

1. Insistence that those involved in administering project (e.g., school building principal) and those involved in evaluating project (e.g., central office administrators) be trained together with those who will actually operate project (e.g., teachers).
2. Training on an Alabama implementation site.
3. Training of project collaborators in projects of relevance/interest to them (e.g., training of State Title I staff in Title I adoptions, Title IV-C staff in Title IV-C-sponsored adoptions, Basic Skills Team members in adoptions in their geographical areas of responsibility, IHE faculty in their areas of specialization, etc.). This promotes collaborators' ability to participate in monitoring and provision of follow-up T.A. to adopter site and enables them to support efforts of those responsible for implementation.
4. SF's assumption of responsibility for making travel and other arrangements for D/D trainer and SF's participation in at least a portion of each training session. This insures that SF will have time with D/D to provide additional background information on adopter, to plan for monitoring and follow up and to procure needed first-hand information on project operation.
5. Scheduling of back-to-back D/D activities when D/D comes for project training (e.g., training in one system with awareness or follow up or training in another system as appropriate).

Least Effective Practices and Strategies:

1. Training away from the adopter's home site (whether on another adopter site or, in most cases, on the D/D's home site). The threats of a "new," "not-invented-here" project are greatly reduced when those to be involved in the implementation are on their "home turf." Training on-site also (1) promotes participation of administrators and others who would not be directly involved

in project operation and (2) gives D/D "first-hand" information concerning adopting system.

2. Training conducted by someone not completely knowledgeable about all aspects of the project.
3. Ill-timed training, either too early or too late, for smooth and proper planning for implementation.

Note: All of these "least effective" training strategies have been used at one time or another in the name of cost-efficiency. The Alabama SF's experience has been that these practices should be exceptions, used only when absolutely essential.

MONITORING AND TECHNICAL ASSISTANCE SUBSYSTEM

Most Effective Practices and Strategies:

1. Involvement of project collaborators in monitoring and T.A. activities.
2. Securing recommendations from D/Ds concerning scheduling and purpose of SF monitoring.
3. Scheduling of D/D monitoring and follow up as early as possible after training.
4. Monthly telephone checks with adopters and periodic SF site visits.

Least Effective Practices and Strategies:

1. Reliance upon written reports for monitoring activities.
2. Reliance upon correspondence and other print media for provision of T.A.

Project CAUSE (Collaborative for Alabama Urban School Educators), funded by NIE and administered and coordinated by AIDS, has complemented and supplemented AIDS' dissemination capabilities. This small one-year planning grant provided the impetus which led to the development of a collaborative comprised of the Birmingham City School System, the Mobile County School System, the Alabama Department of Education and the Appalachia Educational Laboratory. The purposes of project CAUSE were: (1) To increase the capacity of urban educators in eligible school systems in this region to use resources available through rd&d agencies and, as a by-product, to strengthen their own internal rd&d capability; (2) To develop linkages between the eligible urban systems and build upon linkages currently existing between the offeror and other parties to CAUSE; (3) To constitute a collaborative that is viable and effective in serving the needs of its members and that can serve as a model for locales and agencies with similar characteristics and needs; and (4) To direct the above purposes as means toward the end of improving educational policies and practices and increasing equity within collaborating agencies.

Several significant learnings have accrued as a result of heavy, frequent staff involvement in project CAUSE (Collaborative for Alabama Urban School Educators) activities. The following propositions which influenced project CAUSE proposal development and were reflected in the project goals and objectives have even greater meaning and validity after a year's experience in establishing an urban collaborative than when they were written.

1. All parties should be actively involved in planning from the earliest stages.
2. A successful collaborative must be formed for the "right" reasons at the right time with active involvement of the "right" people.

3. Participation must be voluntary, participants must have potential for meaningful commitment and follow through and the time to participate.

4. Effective collaboration requires a common interest in a significant goal.

5. Adequate time and attention must be devoted to cooperative planning, organizing, developing and nurturing the Collaborative.

6. Adequate provisions must be made for shared decision making and equal participation.

7. A standard set of operating procedures ("ground rules") must be established and a governing structure (policy body) which provides egalitarian control and promotes a democratic spirit must be formed in order to assure shared responsibility and authority for policy making.

8. The initiating organization must build trust, establish credibility and remove any threat it poses to other collaborators.

9. Provisions must be made for a clear understanding of and agreement on intent, conditions, roles, responsibilities, constraints, expectations, division of labor and resources and rewards.

10. All parties must understand and accept the fact that the tasks involved in mutually productive, effective collaboration are highly demanding, time consuming and complex, and that parties often must "give" more than they receive before the principle of reciprocity or mutual exchange begins operating.

11. Project goals should be realistic and reasonable, objectives should be clear and precise, and provisions for early, visible accomplishment should be assured.

12. An effective, two-way communication system must be carefully developed, organized and maintained not only to make possible easy, frequent and productive dialog between and among all

parties, but to encourage and force it.

13. There must be a feeling that the Collaborative is benefitting individuals and their organizations, as well as the group as a whole.

14. A sense of local ownership (both psychological and financial) and recognition that local needs are being met are essential to sustaining an innovation or new capacity.

15. The Collaborative must be so structured that active participation from the organizations is both desirable and essential, and success is greatly dependent upon the interdependence of its members.

16. Local educators are more receptive to practical (practitioner-based, field-based, experience-based, craft knowledge) or action research approaches to problem solving than to theoretical solutions or esoteric discussions.

17. The human element (people-to-people interaction) is a critical factor in efforts to link research and resources to practice.

18. In a school system, significant change usually occurs at the building level which means that the quality, attitude and leadership of the principal and the involvement and perception of a need to change on the part of teachers are essential conditions for lasting educational improvement.

19. Flexibility must be built in to allow LEAs to identify system-specific needs/problems, explore resource availability and possible solutions and pursue an intra-agency approach for sharing success.

A number of specific learnings gleaned from Project CAUSE tend to reinforce many of these propositions and have served to shape continuation plans and future activities. Those deserving mention here are:

- Decision making by consensus is sometimes difficult, time consuming and exasperating, but the benefits/advantages are well worth the effort. The following advantages associated with consensus decision making were derived from three CAUSE Policy Council (governing body) meetings and several other group activities which encouraged participatory decision making.

1. Maximizes inclusion, input and responsibility of all members in decision-making process; therefore, groups becomes more efficient in satisfying members' personal goals.

2. Leadership functions diffused among all members; therefore, group becomes more effective because different leaders emerge depending upon the issue at hand and upon the recognized competencies of the participants.

3. Full and free communications take place between members without regard to ascribed rank.

4. Participatory strategies are particularly effective in groups where the task goals are unstructured and where the goal of the group is innovative or creative problem solving.

5. Members are more committed to decisions made by the group and to the implementation of the products which emerge as a result of the group's efforts because they have had input into the solution.

6. Builds group cohension.

7. Minimizes risk of one or two persons actively sabotaging the decision.

8. Avoids quick compromise techniques, such as majority rule, trading, or average of rankings, thus breaking a "strain toward convergence."

9. "Assembly effect bonus" potential of a group to outperform its own "best" resource.

10. Satisfaction with group decision.

11. More commitment to decisions reached.

- Parents, teachers, students, community members, principals, central office staff in urban schools are not apathetic--they are not unconcerned and disinterested. They do care. They want to be involved in improving schools and schooling. Contrary to popular opinion (fanned by the prophets of gloom and doom) non-educators (e.g., parents, students, business/labor representatives) are extremely interested in and committed to planning local school improvement efforts and are very willing to give of their time and energy to planning activities.

- Educators in urban settings are not afraid to identify problems and will make the necessary effort to locate and implement promising solutions that meet their needs.

Furthermore, they are willing to share ideas, insights, materials, programs, practices and other resources resulting in the discovery and use of previously underused or generally unknown sources of cost-effective assistance. Members are beginning to realize that much more can be accomplished collaboratively than separately.

- Most individuals who "buy into" a collaborative do so because they have a personal/professional respect for and trust in the individuals who are leading or promoting it. During the formative period in a collaborative's development, most individuals' commitment is conditional and tentative and is greatly dependent upon their rapport with and/or loyalty to the leaders.

- The higher the level of interaction between and among individuals from different agencies in the Collaborative, the more important and constructive the event in building the incentives for collaboration.

- The success of a collaborative depends to a great extent upon the overall attitude of the individual collaborators, particularly with regard to their willingness to be involved in the activities of the collaborative. It is not how much an individual collaborator has to contribute, but how much it is willing to give of what it has and how much it is willing to draw from the common resource pool established for the collaborative that make a collaborative effort successful. While collaboratives should provide for equity in decision making, they should not be established on the premise that all members/parties can contribute equally to the resource pool. What is important is that each member to the collaborative have an equal opportunity to contribute its strengths/successes and to draw from collaborative's resources a possible solution to a recognized need.

These learnings strongly suggest that urban schools are not doomed to failure or mediocrity. Improvement of urban schools and schooling is neither a hopeless nor unrealistic expectation. Committed people operating in a collaborative mode with strong, positive leadership and support can effect change.

Extensive involvement by AIDS in efforts to get local educators to make greater use of r & d has resulted in learnings which merit reporting. Sponsoring attendance of selected individuals from LEAs at workshops has been one strategy that has proven to be especially effective in achieving this goal when the following criteria have been used.

In deciding whom to involve (from LEAs) in sponsored workshop activities, the following conditions seem to justify the cost and make a noticeable difference in the likelihood of benefits being derived from attendance.

Involve LEAs that have:

(1) Leadership who have evidenced interest in or commitment to research-based solutions to identified problems.

(2) Demonstrated commitment or will commit to improving curriculum and instruction.

(3) Strong emphasis upon professional development and comprehensive personnel improvement program.

(4) Understanding of the importance of sending teams of individuals from the LEA who:

  (a) Are headed by an individual in a leadership position

  (b) Are comprised of a broad range of individuals (e.g., classroom teachers, principal(s), central office support staff).

  (c) Recognize the value of r & d-based solutions and relevance of these to local problems/needs.

  (d) Are committed to "taking r & d home" for further consideration, sharing and follow up as appropriate.

Although the following comments are mainly in the form of observations or impressions and don't qualify as "learnings" in the strictest sense, they seem important enough to include in this section.

- Practice dissemination from the practitioners' perspective in a proactive manner.
- Never promise more than can be delivered.
- Build interpersonal relationships (internally, with LEAs and with outside agencies, organizations which can provide information and services) and establish confidence in staff's ability to respond to client needs.
- Develop staff skills and competencies that enable efficient delivery of user-determined services.
- Establish credibility and a positive image among clients (users must be convinced that staff wants to help, will help and is capable of providing needed assistance).

- Telling people how great the program is isn't enough. The staff must work continuously to demonstrate (by performance) that the services provided by the dissemination office are worthwhile, practical and personalized. Staff must convince users that they are sincere, capable and interested in providing services (must "sell" themselves as well as program).

- A great deal of interaction (as much face-to-face as possible) between staff and clients on a fairly regular basis is important. (Personal contact over a long period of time.)

- Always keep in mind that there should be some WIIFM (Whats In It For Me?) for everyone.

- We in education can solve more of our problems than we realize if we will stop depending upon someone else to solve all of the problems for us. There are tremendous, untapped potential solutions (in state) to many of our problems. For example, much progress can be made through inter- and intra-system sharing of ideas, programs, practices or by pooling of resources (especially human resources). This would require previously unexplored, imaginative approaches involving mutually beneficial cooperation and collaboration. An interpersonal network (both within and between schools and systems) should be established, promoted and supported.

  Another promising possibility is for local schools and systems to make greater use of the many cost-effective, successful programs and r & d products currently available for adaptation. Obviously, strong leadership, commitment and concern on the part of administrators would be critical to the success of such endeavors.

- Most change in schools occurs at the building or classroom level.

- Strong, positive leadership on the part of the building principal is critical in improvement efforts.

- A core or nucleus of educators (often a team comprised of a few committed teachers, the principal and one or more highly supportive, interested members of the central office staff) can effect change.

- Strong support, active involvement and encouragement by the superintendent and central office staff are important factors in change or improvement efforts.

- Assuring a good "match" between client problems/needs and information/programs is an essential step in the adoption/adaptation process.

- Providing the right information to the right person(s) at the right time in usable form is a definition of dissemination to which local educators can relate.

- Arrange for and insist upon maximum involvement of users throughout all aspects of dissemination, especially when implementation or adaptation of promising programs/practices is being considered.

EXHIBITS

EXHIBIT A

STATE BOARD OF EDUCATION
ALABAMA DEPARTMENT OF EDUCATION
Alabama Information and Development System
Room 347 State Office Building
Montgomery, Alabama 36130
Telephone 205/832-3138

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Accession No.
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/ /

ALABAMA RESOURCE FILE
LOCAL SCHOOL PROMISING PROGRAM/PRACTICE

FORM NO. AID3/79

Name of Superintendent

Name of School System

Name of Program/Practice Being Nominated

By submitting the above-named program/practice for inclusion in the Alabama Resource File, we demonstrate our commitment to the value and importance of exchanging successful experiences and practices with our colleagues throughout the Alabama educational community.

To the best of our knowledge, the program/practice described herein meets the following criteria for inclusion in the Alabama Resource File. The program/practice is:

1. Successful in meeting the needs it was designed to address –– (it is working for us)
2. Cost-effective –– (results justify expenditures)
3. Exportable –– (others should be able to adopt/adapt it to meet their locally identified needs)

We have made every effort to describe the program/practice accurately and realistically in order to assist interested educators in reaching a decision about its potential for meeting their local needs. Further, we affirm our willingness to share with and assist those who wish to benefit from our experiences.

Finally, we grant permission for this program/practice to be included in the Alabama Resource File and thereby to be disseminated to Alabama educators.

(Date)

(Signature of individual completing form)

(Date)

(Signature of local Superintendent)

SPECIAL NOTE: AIDS oftentimes receives requests from out-of-state educators and educational agencies for information concerning Alabama exemplary programs. AIDS does not release this information without prior consent/permission of the local superintendent in whose system the program/practice operates. Your response to the item below will guide AIDS' staff in the processing of such requests.

We hereby grant our permission for AIDS to release information relative to the program/practice described herein to interested educators outside of Alabama.

☐ Yes ☐ No

EXPLANATION AND DIRECTIONS FOR COMPLETING FORM: This form was designed as an efficient means of gathering certain essential descriptive information about each program/practice to be included in the Alabama Resource File. Please respond to EACH item as completely as possible.

Note that forced choice and multiple response items are included when possible; be sure to check ALL appropriate responses when so directed.

Due to the nature of some necessary information, brief narrative responses or statements are requested for certain items. Please keep in mind that the form returned to AIDS will be duplicated as submitted and provided to those requesting detailed information concerning your program/practice. For this reason, it is important that the completed form be neat and legible. (Typed copy preferred.)

Feel free to clarify or elaborate on responses to any of the items. Supplementary materials may be attached to this form if desired, but should be cross-referenced to the appropriate item number. Attachments are NOT to be used in lieu of a response to any given item.

1. IDENTIFICATION *(Provide requested information in space provided beneath each item.)*

a. Name or Title of Program or Practice

b. Name of Contact Person

c. Title/Position of Contact

d. Address (Street, City, State, Zip Code) of Contact

e. Telephone Number of Contact

f. Name of School System(s)

g. County(ies) in Which School System(s) Located

2. FINANCIAL REQUIREMENTS

a. What is the primary funding source for this program/practice? Check one:

☐ Minimum Program

☐ Local

☐ Federal –– Indicate type (e.g., Title I) ________________

☐ Other –– Specify ________________

b. What was the approximate per participant start-up (implementation) cost? Please attempt to make as realistic an estimate as possible.

c. What is the approximate per participant annual operating cost? Please attempt to make as realistic an estimate as possible.

YEARS OF OPERATION

a. Check one:

☐ Less than 1 year

☐ 1 – 2 years

☐ 3 – 5 years

☐ 6 – 10 years

☐ over 10 years

☐ no longer in operation

b. Date program/practice implemented in system

4. VALIDATION/EVALUATION

Check all appropriate responses:

☐ Internal Evaluation by Developer

☐ External Evaluation by Consultant(s)

☐ No Formal Evaluation

☐ IVD (Identification Validation Dissemination)

☐ JDRP (Joint Dissemination Review Panel)

☐ Other (Specify) ________________

5. PURPOSES (GOALS) OF PROGRAM/PRACTICE

Give brief statement of major purposes:

POPULATIONS SERVED BY PROGRAM/PRACTICE

a. Number of School Systems ________

b. Number of Schools ________

c. Approximate Number of Students (or other participants) Served ________

d. Approximate Number of Personnel Providing Services ________

DEMOGRAPHIC DATA FOR SCHOOL OR SCHOOL SYSTEM(S)

(Base each response on largest unit participating in program/practice, i.e., school or school system. Note: If more than one school is participating, respond with system data.)

a. Location is predominantly:

☐ Rural ☐ Urban ☐ Suburban

b. Total student enrollment (school or system(s)):

c. Total number of teachers (school or system(s)):

d. Economic base of community:

☐ Primarily agricultural

☐ Primarily industrial

☐ Mixed/Combined

☐ Other (specify) ________________

e. Percentage of minority students:

☐ Less than 20%

☐ 20 – 49%

☐ 50 – 75%

☐ Greater than 75%

8. NEEDS

a. Was the program/practice developed in response to identified needs or problems?

☐ Yes ☐ No

b. If "Yes," which of the following groups were involved in identifying these needs/problems? Check more than one if applicable:

- ☐ Students
- ☐ Teachers
- ☐ Administrators
- ☐ Parents
- ☐ Advisory Councils
- ☐ General Community
- ☐ Outside Consultant(s)/Agency(ies)
- ☐ Board of Education
- ☐ Other (specify) ____________________

9. DEVELOPMENT OF PLAN FOR PROGRAM/PRACTICE

Programs evolve in different ways. Which of the following patterns best describes the order in which this particular program/practice was developed? Check one:

- ☐ (1) Needs identified; (2) Objectives developed; (3) Curriculum designed; (4) Program/Practice implemented.
- ☐ (1) Problem recognized; (2) Curriculum designed; (3) Objectives developed; (4) Program/Practice implemented.
- ☐ (1) Program/Practice adopted/adapted; (2) Needs identified; (3) Curriculum modified or revised; (4) Program/Practice implemented.
- ☐ If none of the above depict accurately the manner in which your program/practice evolved, briefly describe the process by which this did occur.

10. SUMMARY OF NEEDS, OBJECTIVES AND ACTIVITIES

INSTRUCTIONS: In Column A below, list the major needs (or problems) which this program/practice was designed to address. Beneath Column B, enter the primary objectives developed in conjunction with the program/practice. Finally, list major or representative activities in Column C. (Note: You need not list all activities, only those which you think best represent the nature and approach of your program/practice.) If possible, relate objectives to the need(s) for which they were developed, and relate activities to the objectives they are designed to meet. (Note: Use brackets or any other logical symbol to depict these relationships or associations.)

Column A	*Column B*	*Column C*
Major Needs	*Primary Objectives*	*Representative Activities*

11. TARGET POPULATION(S) SERVED

Check the characteristic(s) below which describe the primary target group (s) served by the program/practice. Check all appropriate responses; not limited to one response.

a. Age/Grade/Learner Group

☐ Infants (ages 0-3)
☐ Preschool (ages 3-5)
☐ Kindergarten (ages 5-6)
☐ Primary (grades 1-3)
☐ Upper Elementary (grades 4-6)
☐ Middle School (grades 5-8)

☐ Junior High (grades 7-9)
☐ Senior High (grades 9-12)
☐ Junior College
☐ Technical College
☐ Adult Students (18+, adult basic education)
☐ Community Groups (non-credit community education)

☐ Teachers
☐ Administrators/Supervisors
☐ Paraprofessionals
☐ Nonprofessionals
☐ Other ____________________
____

b. Special Characteristics

☐ Learning Disabled
☐ Average
☐ Low Achievers
☐ Potential Dropouts
☐ Chronic discipline/attendance problems
☐ Gifted (indicate type of giftedness) ____________________
☐ Physically Handicapped (indicate type (s) of handicap) ____________

☐ Mentally Handicapped (indicate type(s) of handicap) ____________
☐ Knowledge/Skill Deficiency (school-related, not inherent in learner)
☐ Minority
☐ Female
☐ Economically Disadvantaged
☐ Unemployed/Underemployed
☐ Other ____________________

c. What is the total number of students (or other primary participants) involved in the program/practice? ____________________

d. What is the total number of classes participating in this program/practice? ____________

e. What is the total number of schools participating in the program/practice? ____________

f. Was the program/practice initially implemented with the total population for which it was designed? ☐ Yes ☐ No

If "No" explain how the program/practice was piloted, i.e., how many individual students, classes, schools were involved in the piloting, etc.?

g. Are there plans to extend or expand the program/practice to serve additional students in your system (s)? ☐ Yes ☐ No

If "Yes" explain.

2. SPECIAL FEATURES OF PROGRAM/PRACTICE

a. Which of the following best describes the relationship of this program/practice to other ongoing programs within your school or school system? Check most appropriate response.

This program/practice is:

☐ Self-contained; ☐ An integral part of a broader program; ☐ Complements and/or supplements another program (but is not an integral part of it

b. Which of the following best describes the relationship of this program/practice to past or present programs/practices that had similar goals or purposes? Check most appropriate response.

This program/practice:

☐ Replaced a program/practice that had similar goals.
☐ Supplemented a previously existing program/practice.
☐ Filled a previously existing void.

c. To your knowledge, which of the following best describes the origin of this program/practice? Check most appropriate response.

This program/practice:

☐ Originated within this school system.
☐ Was developed commercially and adapted to local situation.
☐ Was developed in another local school system and adapted to local needs.

13. MATERIALS

a. Are any special materials needed for the operation of this program/practice? ☐ Yes ☐ No

b. If "Yes" to 13a, were these materials:

☐ Developed locally by teachers and other staff members?
☐ Purchased from commercial firm?
☐ Acquired from another school system?
☐ Other? (indicate) ______________________

c. If "Yes" to 13a, were these materials:

☐ Acquired or developed specifically for this program/practice? or
☐ Already in use somewhere in the system?

d. List below the titles of textbooks and/or other instructional materials, teachers'/administrators' guides, and other special materials used in connection with this program/practice.

14. EQUIPMENT

a. Is any special equipment required for the operation of this program/practice? ☐ Yes ☐ No

b. If "Yes" to 14a, was this equipment:

☐ Purchased or developed specifically for this program/practice? or
☐ Already available within the system?

c. If "Yes" to 14a, was this equipment:

☐ Purchased from a commercial firm? or
☐ Designed and built by local personnel?

d. List below any equipment that is essential to the operation of the program/practice.

If special training is necessary, indicate the nature of such training (e.g., type, cost, time requirements, etc.).

c. Which of the following best describes the nature of the instructional staff members' involvement in this program/practice?

☐ Responsibility assumed in addition to other regular duties or assignments

☐ Responsibility assigned as a portion of regular duties (less than half time)

☐ Major responsibility constituting at least half of work load

7. INVOLVEMENT/COMMITMENT

a. Which of the following were involved in the initial planning and implementation of the program/practice? Check more than one if applicable.

☐ Teachers

☐ Students

☐ Principals

☐ Central office staff

☐ Superintendent

☐ Board of Education

☐ Parents/other community groups

☐ Advisory Council (s)

☐ Other ______________________

____

b. Has any significant opposition or resistance emerged to the implementation and operation of the program/practice? ☐ Yes ☐ No 132

If "Yes," from which of the groups listed in 17a above has this opposition or resistance originated, and what strategies have been used to counter such problems?

c. Have any of the groups listed in 17a above offered particularly important support to the program/practice? ☐ Yes ☐ No

If "Yes," indicate which group (s) and comment concerning the type and extent of their support.

18 EVALUATION

a. Are the objectives of the program/practice being achieved? ☐ Yes ☐ No

b. On which of the following did you base your response to question 18a? Check all appropriate responses.

☐ Observation/Professional judgment–Indicate the individual(s) or group(s) involved:

____

☐ Internal evaluation incorporating formal data collection and analysis (e.g., pre-test and post-test, etc.)

☐ Evaluation by consultants external to school system

☐ Other ______________________________

c. Summarize the major procedures and findings related to each type of evaluation employed (for each item checked in 18b above).

d. Did the program/practice produce unanticipated outcomes or results? ☐ Yes ☐ No

If "Yes," list and comment briefly concerning each beneath the appropriate heading.

POSITIVE EFFECTS:

NEGATIVE EFFECTS:

19. ADOPTION/ADAPTATION POTENTIAL

a. This program/practice lends itself to the following use(s) by interested schools/school systems. Check all appropriate responses.

☐ Adoption (Replicating program/practice as it is operating in this system).

☐ Adaptation (Utilizing the central concepts and features of the program/practice, but modifying procedures, etc., to meet local needs/circumstances)

☐ Partial Adoption (Selected components or features of the program/practice could be extracted and used in conjunction with ongoing programs/practices).

☐ Other ______________________________

b. Has the success of the program/practice depended greatly upon one or more of the factors listed below? ☐ Yes ☐ No

If "Yes," check all applicable responses:

☐ Special attributes of project staff

☐ Community climate and support

☐ Magnitude, intensity, or other special feature of the problem(s) and/or need(s) existing at the time the program was implemented--Specify the fact

if possible, ______________________________

☐ Other ______________________________

c. Has the program/practice been adopted or adapted in another school or school system? ☐ Yes ☐ No

If "Yes," indicate school (s) and location.

d. In which of the following ways can interested educators secure additional information concerning this program/practice? Check all appropriate respons

☐ Request available printed descriptive materials from contact person

☐ Telephone conversations with contact person

☐ Written request to contact person for answers to specific questions

☐ On-site visitation (arrangements should be made through contact person)

☐ Other ______________________________

e. Which of the following are essential to the adoption/adaptation of this program/practice by another school? Check all appropriate responses.

☐ Specialized training for staff

☐ Use of designated instructional materials

☐ Use of specialized equipment

☐ Availability of appropriate facilities

☐ Supplemental funding

☐ Other ______________________________

f. Which of the following services are available to representatives of schools/school systems interested in adopting/adapting this program/practice? Check all appropriate responses. Indicate with a checkmark whether or not there are financial charges for any of the services provided.

☐ In-depth orientation for key personnel
Charge: ( ) Yes ( ) No

☐ Training of individuals to be involved in implementation and operation
Charge: ( ) Yes ( ) No

☐ Provision of instructional materials
Charge: ( ) Yes ( ) No

☐ Provision of director's manual, administrator guide, teacher guide, etc.
Charge: ( ) Yes ( ) No

☐ Provision of evaluation design
Charge: ( ) Yes ( ) No

☐ Provision of project proposal or other detailed plan
Charge: ( ) Yes ( ) No

☐ On-site (of adopter/adapter) consultation by appropriate program personnel
Charge: ( ) Yes ( ) No

☐ Visitation by adopter/adapter personnel to program/practice site
Charge: ( ) Yes ( ) No

☐ Other (Specify) ______________________________

SUMMARY OF PROGRAM/PRACTICE

DIRECTIONS: In the space below provide a summary of the program/practice. When applicable, indicate the type of program (i.e., subject or problem area), its intended audience (s), its purposes or goals, important characteristics and/or distinguishing features, and major outcomes or results. Limit the summary to 200 words. This summary will be included as part of the document resume which will be disseminated to educators throughout the State.

INDEXING OF PROGRAM/PRACTICE

DIRECTIONS: In order that AIDS may accurately index this program/practice to the Alabama Resource File, we need your cooperation in completing this section. Following are key terms or descriptors which have been categorized into eight topical areas representing significant indexing points. Place a checkmark beside each term which describes or characterizes some important feature or dimension of your program/practice. While you may check as many terms as you deem appropriate in each category, you are encouraged to be selective and discriminating in the choices you make. (If possible/applicable, check at least one descriptor beneath each of the eight categories; in turn, limit your choices to no more than 3-5 descriptors beneath each category.)

TYPE OF ACTIVITY

☐ Administrative Organization
☐ After School Programs
☐ Alternative Schools
☐ Attendance Services
☐ Class Management
☐ Classroom Research
☐ Community Education
☐ Curriculum Development
☐ Curriculum Guides
☐ Educational Innovation
☐ Exchange Programs
☐ Facility Improvement
☐ Inservice Programs
☐ Instructional Improvement
☐ Mainstreaming
☐ Migrant Education
☐ Parent Participation
☐ Performance (Competency) Based Education
☐ Program Development
☐ Scheduling
☐ School Community Programs
☐ Shared Services
☐ Staff Improvement
☐ Student Evaluation (i.e., report cards)
☐ Summer Programs
☐ Teacher Improvement
☐ Other (Specify) ____________________
____

INSTRUCTIONAL DIVISION/LEVEL

☐ Adult Basic Education
☐ Elementary Education
☐ High School Equivalency Programs
☐ Intermediate Grades
☐ Junior Colleges
☐ Junior High Schools
☐ Preschool Education
☐ Primary Education
☐ Secondary Education
☐ Senior High Schools
☐ Other (Specify) ____________________
____

SUBJECT AREA/AREAS (CONTENT)

☐ Adapted Physical Education
☐ Aesthetic Education
☐ Agribusiness
☐ Arithmetic
☐ Art
☐ Athletics
☐ Basic Skills
☐ Business Education
☐ Career Education
☐ Computers
☐ Driver Education
☐ Drug Education
☐ Ecology
☐ Elementary School Mathematics
☐ Environmental Education
☐ Fine Arts
☐ Guidance Counseling
☐ Health Education
☐ Home Economics Education
☐ Language Arts (Specify course if applicable)
____
____
____

☐ Mathematics (Specify course if applicable)
____
____
____

☐ Metric System
☐ Music
☐ Nutrition

☐ Physical Education
☐ Problem Solving
☐ Psychomotor Skills
☐ Reading
  ☐ Basic Reading
  ☐ Beginning Reading
  ☐ Interdisciplinary Approach
  ☐ Reading Comprehension
  ☐ Reading Games
  ☐ Reading Improvement
  ☐ Reading Readiness
  ☐ Reading Skills
  ☐ Reading Tests
  ☐ Remedial Reading
  ☐ Sequential Reading Programs

☐ Remedial Instruction
☐ Remedial Programs
☐ Safety Education
☐ Sciences (Specify course if applicable)
____
____
____

☐ Secondary School Mathematics
☐ Second (Foreign) Language Learning (Specify course if applicable)
____
____
____

☐ Sex Education

☐ Social Studies (Specify course if applicable)
____
____
____

☐ Special Education (Specify type)
____
____
____

☐ Spelling
☐ Vocabulary
☐ Vocational Agriculture
☐ Vocational Education (Specify course if applicable)
____
____
____

☐ Writing Skills (Specify course if applicable)
____
____
____

☐ Other (Specify)
____
____
____

INSTRUCTIONAL MODE

☐ Continous Progress Plan
☐ Cross Age Teaching
☐ Diagnostic Teaching
☐ Experiential Learning
☐ Field Trips
☐ Heterogeneous Grouping
☐ Homogeneous Grouping
☐ Independent Study
☐ Individualized Curriculum
☐ Individualized Instruction
☐ Interdisciplinary Approach
☐ Large Group Instruction
☐ Learning Modules
☐ Multisensory Learning
☐ Nongraded Classes
☐ Open Education
☐ Peer Teaching
☐ Performance Based Education
☐ Resource Room Programs
☐ Self Directed Classrooms
☐ Short Courses
☐ Small Group Instruction
☐ Study Abroad
☐ Team Teaching
☐ Television
☐ Tutoring
☐ Other (Specify)
____
____
____

LEARNER CHARACTERISTICS

☐ Average
☐ Blind
☐ Culturally Disadvantaged
☐ Deaf
☐ Dropouts
☐ Economically Disadvantaged
☐ Educationally Disadvantaged
☐ Elementary School Students
☐ Emotionally Disturbed
☐ Exceptional Students
☐ Gifted
☐ Grade 1
☐ Grade 2
☐ Grade 3
☐ Grade 4
☐ Grade 5
☐ Grade 6
☐ Grade 7
☐ Grade 8
☐ Grade 9
☐ Grade 10
☐ Grade 11
☐ Grade 12
☐ Handicapped
☐ Hearing Impaired Children
☐ High Achievers
☐ High School Students
☐ Junior High School Students
☐ Kindergarten Children
☐ Learning Difficulties
☐ Learning Disabilities
☐ Low Ability Students
☐ Mentally Handicapped
☐ Partially Sighted
☐ Physically Handicapped
☐ Potential Dropouts
☐ Retarded Children
☐ Retarded Readers
☐ Slow Learners
☐ Socially Disadvantaged
☐ Speech Handicapped
☐ Talented Students
☐ Other (Specify)
____
____
____

SPECIAL FEATURES

☐ Accelerated Programs
☐ Behavioral Objectives
☐ Cooperative Programs
☐ Cost Effectiveness
☐ Criterion Referenced Tests
☐ Discipline
☐ Evaluation
☐ Learning Laboratories
☐ Mastery Learning
☐ Middle Schools
☐ Needs Assessment
☐ Pass Fail Grading
☐ Peer Evaluation
☐ School Community Cooperation
☐ Screening Tests
☐ Self Concept
☐ Space Utilization
☐ Student Attitudes
☐ Student Motivation
☐ Suspension
☐ Teacher Attitudes
☐ Tests
☐ Other (Specify)
____
____
____

STAFF

☐ Assistant Principals
☐ Beginning Teachers
☐ Counselors
☐ Differentiated Staffs
☐ Elementary School Teachers
☐ Librarians
☐ Paraprofessional School Personnel
☐ Preschool Teachers
☐ Principals
☐ Remedial Teachers
☐ School Nurses
☐ Secondery School Teachers
☐ Special Education Teachers
☐ Superintendents
☐ Teacher Aides
☐ Vocational Education Teachers
☐ Volunteers
☐ Other (Specify) ______________________

TYPE OF MATERIALS

☐ Audiovisual Aids
☐ Newspapers
☐ Programmed Texts
☐ Student Developed Materials
☐ Supplementary Textbooks
☐ Teacher Developed Materials
☐ Textbooks
☐ Workbooks
☐ Worksheets
☐ Other (Specify)
____
____
____

EXHIBIT B

Alabama Information and Development System (AIDS)
Division of Research, Planning and Information Services
Department of Education

AIDS USER QUESTIONNAIRE

1. How did you first learn about the AIDS office and its services?

___ 1. article in the Alabama Education newspaper
___ 2. awareness presentation by AIDS staff member
___ 3. AIDS brochure or other printed material
___ 4. through a local inservice program
___ 5. informally (word-of-mouth) from a colleague
___ 6. college course (undergraduate or graduate)
___ 7. SDE employee other than AIDS staff
___ 8. Other--specify ______________________

2. Approximately how many different times have you requested services from the AIDS office since it was established?

___ 1. Once
___ 2. 2 - 5
___ 3. 6 - 10
___ 4. more than 10

3. Most requests to AIDS require a computer literature search which results in a printout of titles and abstracts. How did or how have you generally used the printout(s)? (Check all that apply.)

___ 1. reviewed the citations but usually did not order complete documents
___ 2. ordered one or more microfiche from AIDS office
___ 3. obtained microfiche from a library or other microfiche collection
___ 4. ordered one or more complete journal articles from AIDS office
___ 5. located journal articles in a library or other source

a. Have you ordered microfiche or paper copy from ERIC Document Reproduction Service (Arlington, Virginia)?

___ 1. Yes ___ 2. No

If yes, approximately how many times? ________

b. Have you ordered one or more complete journal articles from University Microfilms International (Ann Arbor, Michigan)?

___ 1. Yes ___ 3. No

If yes, approximately how many times? ________

4. In addition to the computer printout, the response package sent from the AIDS office frequently includes one or more one-page abstracts which describe exemplary projects in the National Diffusion Network (NDN), new or innovative programs from the Alabama Resource File, or documents from the State Department of Education. How did or how have you used these additional abstracts? (Check all that apply.)

___ 1. I do not recall receiving additional abstracts

___ 2. reviewed them but usually took no further action

___ 3. discussed one or more of the abstracts with a colleague

___ 4. contacted the AIDS office or the person identified as the principal investigator for more information. Approximately how many times have you requested more information? ________

___ 5. initiated steps which led or are leading to installation of a new program or practice described in an abstract

5. After reviewing the complete response package, what did or what do you usually do with it?

___ 1. discard it

___ 2. file it for future reference

___ 3. pass it to a colleague to share ideas. Shared with: (Check all that apply.)

  ___ 1. students

  ___ 2. teachers

  ___ 3. counselors, librarians

  ___ 4. administrators, supervisors, coordinators

  ___ 5. other--specify ________________________________

6. What has been the major effect or benefit of the services you received from AIDS? (Check all that apply.)

___ 1. provided assistance in completing a graduate course

___ 2. provided direction or references to other sources

___ 3. provided input for a workshop or other presentation--explain __________
____

___ 4. contributed to improve classroom teaching and management techniques--explain ____

___ 5. contributed to improve curriculum design or materials--explain ________
____

___ 6. contributed to improve administrative procedures--explain ___________
____

___ 7. other--explain ______________________________________

___ 8. provided little or no effect or benefit

7. If AIDS' services were not available, how would you have gotten the kind of information you requested? (Check all that apply.)

___ 1. purchased a computer search through a university or public library service

___ 2. hand searched the literature in a library

___ 3. other--describe ____

___ 4. I probably would not have had the resources (time/money/contacts) to acquire comparable information.

8. How would you rate the overall value of having a service such as AIDS available to educators? (Circle one number.)

1	2	3	4	5
very valuable				little value

9. Please provide any suggestions for improving any aspect of AIDS' services.

____

____

____

____

____

____

10. What is your position/job title?

___ 1. classroom teacher - elementary or secondary

___ 2. classroom instructor - postsecondary

___ 3. counselor - elementary or secondary

___ 4. counselor or similar position - postsecondary

___ 5. building principal or assistant - elementary or secondary

___ 6. administrator, supervisor or other central office - elementary or secondary

___ 7. administrator, supervisor, etc. - postsecondary

___ 8. state employee

___ 9. other--describe ____

____

____

11. How would you classify the agency which employs you?

___ 1. county school system with more than 20,000 students
___ 2. county school system with 4,000 to 20,000 students
___ 3. county school system with fewer than 4,000 students
___ 4. city school system with more than 20,000 students
___ 5. city school system with 2,000 to 20,000 students
___ 6. city school system with fewer than 2,000 students
___ 7. junior/community college
___ 8. technical college/institute
___ 9. SDE
__ 10. other state agency
__ 11. other--describe ______________________________

Please mail by October 5, 1981. Use the enclosed envelope or send to:

AIDS
State Department of Education
Room 607, State Office Building
Montgomery, AL 36130

EXHIBIT C

D 141
Q
D/Q

USER EVALUATION OF AIDS LITERATURE SEARCH

Search No. ____________
Date ____________

1. To what extent was the search pertinent and relevant to the topic or question which you submitted?

   ( ) Completely ( ) Partially ( ) Not at all

   Comment ________________________________

2. How completely or adequately did the search address the topic which you submitted?

   ( ) Completely ( ) Partially ( ) Not at all

   Comment ________________________________

3. For your needs, was the number of citations included--

   ( ) Excessive ( ) About right ( ) Too few

4. Were you able to use the information for the purposes you had intended?

   ( ) Completely ( ) Partially ( ) Not at all

   Comment ________________________________

5. Did you receive the AIDS Information Package in time to use it for your intended purpose(s)?

   ( ) Yes ( ) No Comment ________________________________

6. Were you able to interpret and follow the information provided for each citation in the printout received?

   ( ) Yes ( ) No Comment ________________________________

7. What will be your next step in securing needed information?

   ( ) Complete AIDS Document Request Form
   ( ) Retrieve documents myself
   ( ) Order documents from ERIC
   ( ) No document retrieval required; citations adequate for my needs
   ( ) No document retrieval planned; citations did not appear relevant to my needs
   ( ) Order follow-up search from AIDS

8. What do you hope to achieve by using the information resulting from this search?

9. Are you likely to use AIDS again when you need information?

   ( ) Yes ( ) No Comment ________________________________

10. Other comments/suggestions:

PLEASE RETURN TO THE AIDS OFFICE IN THE ENCLOSED POSTAGE-FREE ENVELOPE

AIDS F-9
Rev 10/78

EXHIBIT D

Information Needs and Uses of Alabama Educators

A Survey of Teachers and Administrators
in Selected Local School Systems

Instructions: *Please provide the data requested below.*

School System: ______________________________
(Write in the name of your school system.)

Please place a checkmark to the right of the appropriate response category.

Position:	*Superintendent*	____
	Principal	____
	Teacher	____
	Other	____
Organizational Placement:	*(K) 1 - 12*	____
	Elementary School	____
	Middle School	____
	Junior High School	____
	Senior High School	____
Sex:	*Male*	____
	Female	____
Age:	*20 - 29*	____
	30 - 39	____
	40 - 49	____
	50 - 59	____
	60 or over	____
Education Level:	*Less than a B.A. or B.S. Degree*	____
	B.A. or B.S. Degree	____
	M.A. or M.S.	____
	Ed. S.	____
	Ph. D. or Ed. D.	____
Professional Experience in Education (include current year):	*0 - 2 years*	____
	3 - 5 years	____
	6 - 10 years	____
	11 or more years	____
Years Experience in Present System:	*0 - 2 years*	____
	3 - 5 years	____
	6 - 10 years	____
	11 or more years	____

Instructions: *Each of the eight sections comprising the remainder of the Survey is headed by a question designed to collect data concerning your need for and use of the best available current information in your job. Please begin each section by reading carefully the question and associated alternate responses. Then respond to each item by circling the number beneath the alternate response that best reflects your behavior or feeling concerning each. Please be sure that you mark a response for each item. Note: We suggest that you mark the first response that comes to mind. Please do not spend a lot of time attempting to analyze these items. There are no correct or even preferred responses. We are only interested in your perception concerning each item. Thank you for your cooperation.*

I. We are interested in situations/occasions/assignments which prompt you and other Alabama educators to think about the need for obtaining the best available current information. We are also interested in knowing for which of these situations/occasions/assignments you are successful in securing such current information. Please share with us your recent experiences with regard to information needs and information use for each of the situations/occasions/assignments listed in the center column by indicating how you perceive a need for information related to each specified item (left response column) and how frequently you actually secure and use information for each identified purpose (right response column).

FREQUENCY OF NEED						FREQUENCY OF SUCCESS IN OBTAINING NEEDED INFORMATION				
Frequently	Fairly Often	Occasionally	Rarely	Never	SITUATION/OCCASION/TASK	Frequently	Fairly Often	Occasionally	Rarely	Never
5	4	3	2	1	1. Developing daily lesson plans	5	4	3	2	1
5	4	3	2	1	2. Writing proposals for funding by external agency	5	4	3	2	1
5	4	3	2	1	3. Developing or revising curriculum	5	4	3	2	1
5	4	3	2	1	4. Formulating policy recommendations	5	4	3	2	1
5	4	3	2	1	5. Carrying out committee assignment	5	4	3	2	1
5	4	3	2	1	6. Developing rules/regulations	5	4	3	2	1
5	4	3	2	1	7. Writing or revising curriculum guide	5	4	3	2	1
5	4	3	2	1	8. Planning/conducting inservice	5	4	3	2	1
5	4	3	2	1	9. Designing new instructional programs	5	4	3	2	1
5	4	3	2	1	10. Developing rationale/position statement	5	4	3	2	1
5	4	3	2	1	11. Preparing speech/presentation/article	5	4	3	2	1

FREQUENCY OF NEED					SITUATION/OCCASION/TASK	FREQUENCY OF SUCCESS IN OBTAINING NEEDED INFORMATION				
Frequently	Fairly Often	Occasionally	Rarely	Never		Frequently	Fairly Often	Occasionally	Rarely	Never
5	4	3	2	1	12. Updating teaching/instructional methods and techniques	5	4	3	2	1
5	4	3	2	1	13. Securing innovative ideas for improvement	5	4	3	2	1
5	4	3	2	1	14. Conducting research for academic course work or degree	5	4	3	2	1
5	4	3	2	1	15. Investigating promising programs/practices	5	4	3	2	1
5	4	3	2	1	16. Identifying exemplary administrative/management practices	5	4	3	2	1
5	4	3	2	1	17. Seeking improved classroom management and/or discipline techniques	5	4	3	2	1

II. Different people have different preferences and practices with regard to information and knowledge seeking. In order to serve you and other Alabama educators better, we need to know the sources on which you depend for securing new ideas and knowledge in connection with your professional responsibilities. Please tell us to what extent you rely on each of the following sources for this purpose.

	Extensive	Considerable	Limited	Very Little	Not At All
18. Discussions with teachers in your school/school system	1	2	3	4	5
19. Discussions with administrators/supervisors in your school/school system	1	2	3	4	5
20. Reading professional journals/publications	1	2	3	4	5
21. Attending meetings sponsored by professional organizations/associations	1	2	3	4	5
22. Attending meetings/conferences/workshops sponsored by State (and/or Federal) education agencies	1	2	3	4	5

II. Cont'd: . . . sources on which you depend for securing new ideas and knowledge in connection with your professional responsibilities.

	Extensive	Considerable	Limited	Very Little	Not At All
23. Informal contacts with university/college faculty	1	2	3	4	5
24. Participating in school system professional development (inservice) experiences	1	2	3	4	5
25. Discussions with educators in other school systems	1	2	3	4	5
26. Enrolling in college/university courses and/or special workshops	1	2	3	4	5
27. Contacts with State Department of Education consultants	1	2	3	4	5
** Other?					
______________	1	2	3	4	5
______________	1	2	3	4	5
______________	1	2	3	4	5

III. Many factors interfere with educators' ability to secure and use the best available current information in the performance of their professional responsibilities. It would help us to know to what extent each of the factors listed below tends to prevent you from seeking and/or obtaining information that you need and can use in your work.

	Greatly Interferes	Interferes Somewhat	Does Not Interfere
28. Lack of knowledge concerning what current information is available	3	2	1
29. Don't know where to go or whom to ask for help in securing needed information	3	2	1
30. Too time-consuming to make request for needed information	3	2	1
31. Not enough time to read and use information even if I were able to obtain it	3	2	1

III. *Cont'd: . . . to what extent each of the factors listed below tends to prevent you from seeking and/or obtaining information that you need and can use in your work.*

	Greatly Interferes	Interferes Somewhat	Does Not Interfere
32. Lack of personal conviction that information emerging from research and development efforts or other educators' experiences can help me	3	2	1
33. Limited access to professional journals and other literature	3	2	1
34. Don't have access to information when I need it	3	2	1
35. Personal inability to recognize occasions when I can benefit from use of available current information	3	2	1

IV. *We are attempting to create a profile of the type of individual to whom educators would likely go for assistance in obtaining and using information, and we are interested in your preferences concerning such an individual. How important do you feel each of the traits/qualities/characteristics listed below to be for this type of helper?*

	Extremely	Very	Moderately	Slightly	Not At All
36. Approachable	1	2	3	4	5
37. Articulate	1	2	3	4	5
38. Authoritarian	1	2	3	4	5
39. Candid	1	2	3	4	5
40. Complacent	1	2	3	4	5
41. Enthusiastic	1	2	3	4	5
42. Flexible	1	2	3	4	5
43. Forceful	1	2	3	4	5
44. Helpful	1	2	3	4	5
45. Idealistic	1	2	3	4	5
46. Impartial	1	2	3	4	5
47. Impatient	1	2	3	4	5

IV. Cont'd: . . . the type of individual to whom educators would likely go for assistance in obtaining and using information.

	Extremely	Very	Moderately	Slightly	Not At All
48. Influential	1	2	3	4	5
49. Innovative	1	2	3	4	5
50. Insightful	1	2	3	4	5
51. Judgmental	1	2	3	4	5
52. Non-directive	1	2	3	4	5
53. Opinionated	1	2	3	4	5
54. Persuasive	1	2	3	4	5
55. Persistent	1	2	3	4	5
56. Political	1	2	3	4	5
57. Productive	1	2	3	4	5
58. Resourceful	1	2	3	4	5
59. Responsive	1	2	3	4	5
60. Self-directed	1	2	3	4	5
61. Task-oriented	1	2	3	4	5
62. Unemotional	1	2	3	4	5
** Other?					
______________________	1	2	3	4	5
______________________	1	2	3	4	5
______________________	1	2	3	4	5

Using the same responses as above, please tell us how likely you would be to seek help from an individual who occupies each of the following roles/positions.

	Extremely	Very	Moderately	Slightly	Not At All
63. University consultant/faculty member	1	2	3	4	5
64. State Department of Education consultant	1	2	3	4	5
65. Teacher in your school system	1	2	3	4	5
66. Superintendent	1	2	3	4	5
67. School system instructional consultant	1	2	3	4	5

IV. *Cont'd: . . . how likely you would be to seek help from an individual who occupies each of the following roles/positions.*

	Extremely	*Very*	*Moderately*	*Slightly*	*Not At All*
68. School librarian	1	2	3	4	5
69. Central office administrator (other than Superintendent)	1	2	3	4	5
70. Teacher in your school	1	2	3	4	5
71. Building Principal	1	2	3	4	5
72. Colleague in another school system	1	2	3	4	5
*** Other?*					
____________________	1	2	3	4	5
____________________	1	2	3	4	5
____________________	1	2	3	4	5

V. *Rate your personal knowledge concerning each of the following by circling the number in the column beneath the most appropriate response.*

	None	*Little (inadequate)*	*Limited*	*Some (adequate) &*	*Extensive*
73. Content of ERIC (Educational Resources Information Center)	1	2	3	4	5
74. Potential uses/applications of information contained in ERIC	1	2	3	4	5
75. Alabama Resource File	1	2	3	4	5
76. Purposes of NDN (National Diffusion Network)	1	2	3	4	5
77. Services provided by AIDS' Alabama Facilitator Project (NDN)	1	2	3	4	5
78. Type and variety of exemplary programs available through NDN (National Diffusion Network)	1	2	3	4	5
79. Federal funding sources/possibilities	1	2	3	4	5
80. Nature and scope of AIDS' services	1	2	3	4	5

VI. Most educators require some assistance in obtaining and using information in individual and group efforts to foster educational improvements. Listed below are various types of personal assistance that could potentially be provided to you to support your individual endeavors in this area. Please tell us to what extent you need or might benefit from each indicated type of assistance.

	None	Little	Limited	Some	Extensive
81. Stating and narrowing information needs	1	2	3	4	5
82. Using information packages (received from AIDS)	1	2	3	4	5
83. Recognizing need for information (i.e., identifying situations to which information could be profitably applied)	1	2	3	4	5
84. Collecting and organizing information	1	2	3	4	5
85. Analyzing information (i.e., determining the relevance of information to your problem)	1	2	3	4	5
86. Analyzing problems (i.e., translating your problems into informational and resource needs)	1	2	3	4	5
87. Monitoring ideas (i.e., keeping abreast of recent educational practices and innovations)	1	2	3	4	5
88. Resolving conflict or discord	1	2	3	4	5
89. Increasing your awareness of available information services	1	2	3	4	5
90. Implementing (i.e., installing a new procedure)	1	2	3	4	5
** Other?					
____________________	1	2	3	4	5
____________________	1	2	3	4	5
____________________	1	2	3	4	5

VII. Assuming the existence of the factors below, how would each affect your tendency to seek and use the best available current knowledge in the performance of your professional roles and responsibilities? (Please circle the number beneath the response which you feel best describes the nature of the influence.)

	Strongly Motivates	Encourages/Promotes	Little/No Effect/Impact	Interferes	Greatly Inhibits/Discourages
91. Awareness of type/variety of information available for educational practitioner	1	2	3	4	5
92. Awareness of where to obtain needed information	1	2	3	4	5
93. Administrative/supervisory encouragement to update knowledge/skills/competencies	1	2	3	4	5
94. Personal assistance in securing needed information	1	2	3	4	5
95. Personal assistance in interpreting and using information	1	2	3	4	5
96. Immediate/quick access to information	1	2	3	4	5
97. Evidence that administrators/supervisors use the best available current information in planning and decision making	1	2	3	4	5
98. School system incentives to pursue graduate studies	1	2	3	4	5
99. Reasonable amount of time provided for planning and/or preparation	1	2	3	4	5
100. Limited opportunities for advancement (i.e., promotion)	1	2	3	4	5
101. Close proximity to a college or university	1	2	3	4	5
102. Individual participation in professional organizations/associations	1	2	3	4	5
103. School system leadership's openness to new ideas	1	2	3	4	5
104. Absence of a system-wide professional library/material center	1	2	3	4	5
105. Ready access to curriculum specialist employed by school system	1	2	3	4	5

VII. Cont'd: . . . how would each affect your tendency to seek and use the best available current knowledge in the performance of your professional roles and responsibilities?

		Strongly Motivates	Encourages/Promotes	Little/No Effect/Impact	Interferes	Greatly Inhibits/Discourages
106.	Limited recruitment/employment of persons from outside the community to fill vacancies in the system	1	2	3	4	5
107.	Availability of consultant(s) services from outside the system	1	2	3	4	5
108.	Teacher involvement in planning professional development/inservice experiences	1	2	3	4	5
109.	Limited local resources for purchasing needed instructional supplies/materials	1	2	3	4	5
110.	Demonstrated interest by Superintendent/Principal in improving the quality of the educational program	1	2	3	4	5
111.	Team approach (i.e., involvement of all appropriate staff and faculty) in planning/decision-making/administration for all aspects of the educational program	1	2	3	4	5
112.	Strong community support (financial, moral, political, etc.) for school improvement efforts	1	2	3	4	5
113.	Significant amount of sharing/exchange of ideas within professional peer groups	1	2	3	4	5
***	Other?					
	____________________	1	2	3	4	5
	____________________	1	2	3	4	5
	____________________	1	2	3	4	5

VIII. To what extent are the conditions listed below present in your school system? (Please circle the number beneath the response that most closely corresponds to your feeling about each item.)

	Altogether Absent	Deficient	No Opportunity to Observe	Present To Some Extent	Extensive
114. School system incentives to pursue gradurte studies	1	2	3	4	5
115. Ready access to curriculum specialist employed by school system	1	2	3	4	5
116. Reasonable amount of time provided for planning and/or preparation	1	2	3	4	5
117. Awareness of type/variety of information available for educational practitioner	1	2	3	4	5
118. Limited recruitment/employment of persons from outside the community to fill vacancies in the system	1	2	3	4	5
119. Significant amount of sharing/exchange of ideas within professional peer groups	1	2	3	4	5
120. Limited opportunities for advancement (i.e., promotion)	1	2	3	4	5
121. Limited local resources for purchasing needed instructional supplies/materials	1	2	3	4	5
122. Immediate/quick access to information	1	2	3	4	5
123. Demonstrated interest by Superintendent/Principal in improving the quality of the educational program	1	2	3	4	5
124. Awareness of where to obtain needed information	1	2	3	4	5
125. Individual participation in professional organizations/associations	1	2	3	4	5
126. Strong community support (financial, moral, political, etc.) for school improvement efforts	1	2	3	4	5
127. Evidence that administrators/supervisors use the best available current information in planning and decision making	1	2	3	4	5

VIII. Cont'd: To what extent are the conditions listed below present in your school system?

	Altogether Absent	Deficient	No Opportunity To Observe	Present To Some Extent	Extensive
128. School system leadership's openness to new ideas	1	2	3	4	5
129. Availability of consultant(s) services from outside the system	1	2	3	4	5
130. Personal assistance in securing needed information	1	2	3	4	5
131. Absence of a system-wide professional library/ materials center	1	2	3	4	5
132. Teacher involvement in planning professional development/ inservice experiences	1	2	3	4	5
133. Administrative/supervisory encouragement to update knowledge/skills/competencies	1	2	3	4	5
134. Team approach (i.e., involvement of all appropriate staff and faculty) in planning/decision-making/administration for all aspects of the educational program	1	2	3	4	5
135. Close proximity to a college or university	1	2	3	4	5
136. Personal assistance in interpreting and using information	1	2	3	4	5
*** Other?					
________________	1	2	3	4	5
________________	1	2	3	4	5
________________	1	2	3	4	5

THANK YOU FOR YOUR COOPERATION

Survey of AIDS Local School System Linkers
in Selected Alabama School Systems

Instructions: *This survey is comprised of seven sections each of which is headed by a question designed to collect information concerning your perceptions of certain important elements related to linking local schools with a centralized information center such as AIDS. Please begin each section by reading carefully the question and associated alternate responses. Then respond to each item that follows by circling the number beneath the alternate response that best reflects your perception relative to the issue in question. We suggest that you mark the first response that comes to mind. Please do not spend a lot time attempting to analyze these items. There are no correct or even preferred responses. We are only interested in your* *perception* *concerning* *each* *item. Please be sure that you mark a response for each item. Thank you for your cooperation.*

I. For AIDS to better serve you, it would help us to know what you do on your job. Would you please tell us how frequently your regular job enables or causes you to become involved in the activities listed below? (Circle the number beneath the response that corresponds most closely to your actual involvement in each indicated activity.)

	Not At All	At Least Annually	At Least Monthly	At Least Weekly	Usually Daily
1. Supervising classroom teachers	1	2	3	4	5
2. Supervising principals	1	2	3	4	5
3. Coordinating/administering (a) Federal program(s)	1	2	3	4	5
4. Responding to requests for information from school system personnel	1	2	3	4	5
5. Making decisions at school system level	1	2	3	4	5
6. Helping others resolve problems/issues	1	2	3	4	5
7. Influencing change	1	2	3	4	5
8. Initiating action	1	2	3	4	5
9. Reporting directly to Superintendent	1	2	3	4	5
10. Sharing innovative ideas/program/practices	1	2	3	4	5
11. Developing curriculum	1	2	3	4	5
12. Reporting to person one level from Superintendent	1	2	3	4	5

I. Cont'd. . . how frequently does your regular job enable or cause you to become involved in the activities listed below?

	Not At All	At Least Annually	At Least Monthly	At Least Weekly	Usually Daily
13. Conducting or planning professional in-service activities	1	2	3	4	5
14. Researching topics/problems for system	1	2	3	4	5
15. Discussing problems/sharing ideas with colleagues in other school systems	1	2	3	4	5
16. Performing routine duties	1	2	3	4	5
17. Talking informally with classroom teachers	1	2	3	4	5
18. Working with principals on special problems/projects	1	2	3	4	5
19. Selecting/engaging outside consultants	1	2	3	4	5
20. Communicating (in writing) with personnel throughout school system	1	2	3	4	5
21. Developing/writing Federal proposals	1	2	3	4	5
22. Attending local school board meetings	1	2	3	4	5
23. Attending meetings planned by State Department of Education	1	2	3	4	5
24. Attending meetings of professional organizations/associations	1	2	3	4	5
25. Responding to inquiries from the media and/or private citizens	1	2	3	4	5
26. Defending the status quo	1	2	3	4	5
27. Working on "pet" project(s)	1	2	3	4	5
28. Exploring/considering alternatives to existing programs/practices	1	2	3	4	5
29. Reading professional literature	1	2	3	4	5
30. Participating in school system budgeting process	1	2	3	4	5
31. Recommending/approving purchases of materials	1	2	3	4	5
32. Advising teachers concerning teaching procedures/techniques	1	2	3	4	5
33. Working with professional support personnel, e.g., counselors, librarians, etc.	1	2	3	4	5
*** Others?*					
____________	1	2	3	4	5
____________	1	2	3	4	5
____________	1	2	3	4	5

II. *In comparison to your colleagues, how well do the following traits/qualities/characteristics describe you?*

	Extremely	Very	Moderatly	Slightly	Not At All
34. **Approachable**	1	2	3	4	5
35. **Articulate**	1	2	3	4	5
36. **Authoritarian**	1	2	3	4	5
37. **Candid**	1	2	3	4	5
38. **Complacent**	1	2	3	4	5
39. **Enthusiastic**	1	2	3	4	5
40. **Flexible**	1	2	3	4	5
41. **Forceful**	1	2	3	4	5
42. **Helpful**	1	2	3	4	5
43. **Idealistic**	1	2	3	4	5
44. **Impartial**	1	2	3	4	5
45. **Impatient**	1	2	3	4	5
46. **Influential**	1	2	3	4	5
47. **Innovative**	1	2	3	4	5
48. **Insightful**	1	2	3	4	5
49. **Judgmental**	1	2	3	4	5
50. **Non-directive**	1	2	3	4	5
51. **Opinionated**	1	2	3	4	5
52. **Persuasive**	1	2	3	4	5
53. **Persistent**	1	2	3	4	5
54. **Political**	1	2	3	4	5
55. **Productive**	1	2	3	4	5
56. **Resourceful**	1	2	3	4	5
57. **Responsive**	1	2	3	4	5
58. **Self-directed**	1	2	3	4	5
59. **Task-oriented**	1	2	3	4	5
60. **Unemotional**	1	2	3	4	5
** **Other?**					
________	1	2	3	4	5
________	1	2	3	4	5
________	1	2	3	4	5

Again, in comparison to your colleagues, how well do the following "labels" fit you?

		Extremely	Very	Moderately	Slightly	Not At All
61.	Change Agent	1	2	3	4	5
62.	Conservative	1	2	3	4	5
63.	Crusader	1	2	3	4	5
64.	Extrovert	1	2	3	4	5
65.	Generalist	1	2	3	4	5
66.	Initiator	1	2	3	4	5
67.	Manipulator	1	2	3	4	5
68.	Opinion leader	1	2	3	4	5
69.	Optimist	1	2	3	4	5
70.	Organizer	1	2	3	4	5
71.	Risk-taker	1	2	3	4	5
72.	Skeptic	1	2	3	4	5
73.	Specialist	1	2	3	4	5
**	Other?					
	____________	1	2	3	4	5
	____________	1	2	3	4	5
	____________	1	2	3	4	5

III. Rate your personal knowledge concerning each of the following by circling the number in the column beneath the most appropriate response.

		None	Inadequate	Limited	Adequate	Extensive
74.	Content of ERIC (Educational Resources Information Center)	1	2	3	4	5
75.	Potential uses/applications of information contained in ERIC	1	2	3	4	5
76.	Alabama Resource File	1	2	3	4	5
77.	Purposes of NDN (National Diffusion Network)	1	2	3	4	5
78.	Services provided by AIDS' Alabama Facilitator Project (NDN)	1	2	3	4	5

II. Cont'd: Rate your personal knowledge concerning each. . .

	None	Inadequate	Limited	Adequate	Extensive
79. Type and variety of exemplary programs available through NDN (National Diffusion Network)	1	2	3	4	5
80. Federal funding sources/ possibilities	1	2	3	4	5
81. Nature and scope of AIDS' services	1	2	3	4	5
82. Change process	1	2	3	4	5
83. Linkage process	1	2	3	4	5
84. National/regional sources for educational research and development information	1	2	3	4	5
85. Dialog databases	1	2	3	4	5
** Other?					
____________	1	2	3	4	5
____________	1	2	3	4	5
____________	1	2	3	4	5

Now, please rate your proficiency level in each of the following areas by circling the number beneath the most appropriate response.

	No Opportunity to Assess	Inadequate	Limited	Adequate	Extensive
86. Negotiating information requests (i.e., helping clients state and narrow information needs)	1	2	3	4	5
87. Helping clients use information packages received from AIDS	1	2	3	4	5
88. Helping clients recognize need for information (i.e., assisting in identification of situations to which information could be profitably applied)	1	2	3	4	5
89. Collecting and organizing information (i.e., securing and arranging information for client problems)	1	2	3	4	5
90. Analyzing information (i.e., determining the relevance of information to client problems)	1	2	3	4	5
91. Analyzing information (i.e., translating client problems into informational and resource needs)	1	2	3	4	5

III. Cont'd: . . . rate your proficiency level in each of the following areas. . .

	None	Inadequate	Limited	Adequate	Extensive
92. *Monitoring ideas (i.e., keeping abreast of recent educational practices and innovations)*	1	2	3	4	5
93. *Managing conflicts (i.e., helping others resolve discord)*	1	2	3	4	5
94. *Intervening (i.e., proactively seeking client needs)*	1	2	3	4	5
95. *Communicating (i.e., maintaining open personal communication with clients)*	1	2	3	4	5
96. *Disseminating (i.e., sharing information with clients in a two-way process)*	1	2	3	4	5
97. *Planning (i.e., preparing for future needs and services)*	1	2	3	4	5
98. *Marketing (i.e., promoting awareness of available services)*	1	2	3	4	5
99. *Implementing (i.e., assisting clients to install a new procedure)*	1	2	3	4	5
100. *Producing (i.e., developing materials or procedures for client utilization)*	1	2	3	4	5
101. *Influencing (i.e., promoting concepts and ideas for client utilization)*	1	2	3	4	5
*** *Other?*					
____________	1	2	3	4	5
____________	1	2	3	4	5
____________	1	2	3	4	5

IV. *Assuming the existence of the factors below, how would each affect educators' tendency to seek and use the best available current knowledge in the performance of their professional roles and responsibilities? (Please circle the number beneath the response which you feel best describes the nature of the influence.)*

	Strongly Motivates	Encourages/Promotes	Little/No Effect/Impact	Interferes	Greatly Inhibits/Discourages
102. Awareness of type/variety of information available for educational practitioner	1	2	3	4	5
103. Awareness of where to obtain needed information	1	2	3	4	5
104. Administrative/supervisory encouragement to update knowledge/skills/competencies	1	2	3	4	5
105. Personal assistance in securing needed information	1	2	3	4	5
106. Personal assistance in interpreting and using information	1	2	3	4	5
107. Immediate/quick access to information	1	2	3	4	5
108. Evidence that administrators/supervisors use the best available current information in planning and decision making	1	2	3	4	5
109. School system incentives to pursue graduate studies	1	2	3	4	5
110. Reasonable amount of time provided for planning and/or preparation	1	2	3	4	5
111. Limited opportunities for advancement (i.e., promotion)	1	2	3	4	5
112. Close proximity to a college or university	1	2	3	4	5
113. Individual participation in professional organizations/associations	1	2	3	4	5
114. School system leadership's openness to new ideas	1	2	3	4	5
115. Absence of a system-wide professional library/materials center	1	2	3	4	5
116. Ready access to curriculum specialist employed by school system	1	2	3	4	5
117. Limited recruitment/employment of persons from outside the community to fill vacancies in the system	1	2	3	4	5

IV. Cont'd: . . . how would each affect educators' tendency to seek and use the best available current knowledge. . . ?

	Strongly Motivates	Encourages/Promotes	Little/No Effect/ Impact	Interferes	Greatly Inhibits/ Discourages
118. Availability of consultant(s) services from outside the system	1	2	3	4	5
119. Teacher involvement in planning professional development/ inservice experiences	1	2	3	4	5
120. Limited local resources for purchasing needed instructional supplies/materials	1	2	3	4	5
121. Demonstrated interest by superintendent/principal in improving the quality of the educational program	1	2	3	4	5
122. Team approach (i.e., involvement of all appropriate staff and faculty) in planning/decision-making/administration for all aspects of the educational program	1	2	3	4	5
123. Strong community support (financial, moral, political, etc.) for school improvement efforts	1	2	3	4	5
124. Significant amount of sharing/ exchange of ideas within professional peer groups	1	2	3	4	5
*** Other?					
____________	1	2	3	4	5
____________	1	2	3	4	5
____________	1	2	3	4	5

V. Assuming the existence of each of the factors listed below, how does each relate to your effectiveness in promoting information utilization within your school system? (Circle the number beneath the response that best describes the relationship of each to your role performance in this area.)

	Essential	Helpful	Makes Little/ No Difference	Somewhat Detrimental	Useless
125. Comprehensive, centralized information center (i.e, AIDS)	1	2	3	4	5
126. Knowledge of types of information available from AIDS (e.g., databases, NDN exemplary programs, etc.)	1	2	3	4	5

IV. Cont'd: . . . how does each relate to your effectiveness in promoting information utilization within your school system?

	Essential	Helpful	Makes Little/ No Difference	Somewhat Detrimental	Useless
127. Understanding of potential uses/applications that can be made of information available from AIDS	1	2	3	4	5
128. Knowledge of the types of products available from AIDS (e.g., computer-printed annotated bibliographies, ERIC microfiche, etc.)	1	2	3	4	5
129. Directions/recommendations from AIDS concerning techniques for promoting awareness among personnel in your system	1	2	3	4	5
130. Materials (e.g., brochures, posters, A-V presentations) for use in promoting awareness of information available through AIDS	1	2	3	4	5
131. Skills in negotiating information requests (i.e., assisting users in stating and narrowing requests)	1	2	3	4	5
132. Directions/recommendations from AIDS for emphasizing information-seeking and utilization within your local system	1	2	3	4	5
133. Opportunities for sharing experiences with colleagues in other local systems who are serving in linkage role	1	2	3	4	5
134. Attendance at "awareness conferences" designed to promote exemplary educational programs	1	2	3	4	5
135. Assistance from outside source (i.e., AIDS) in identifying major concerns and needs of system personnel	1	2	3	4	5
136. Periodic updates from AIDS' staff (via telephone or memo) concerning new developments in AIDS' program, scheduled activities, etc.	1	2	3	4	5
137. Opportunities to visit school systems that have developed and/or adopted/adapted innovative practices	1	2	3	4	5
138. Training in computerized retrieval techniques (i.e., "hands on" experience on computer terminal)	1	2	3	4	5

V. Cont'd: . . . how does each relate to your effectiveness in promoting information utilization within your school system?

	Essential	Helpful	Makes Little/ No Difference	Somewhat Detrimental	Useless
139. Awareness and/or training sessions for personnel within your system conducted by AIDS' staff	1	2	3	4	5
140. Opportunities to attend regional/national meetings focusing upon information dissemination/diffusion	1	2	3	4	5
141. Opportunities for participating in planning of AIDS' activities	1	2	3	4	5
142. Reports from AIDS concerning requests initiated by individuals in your school system.	1	2	3	4	5
143. Local superintendent's interest in/commitment to information utilization activities	1	2	3	4	5
144. Network of building level linkers in your local system	1	2	3	4	5
145. Building principals' interest in/commitment to information dissemination activities	1	2	3	4	5
146. School librarians' interest in/ commitment to information dissemination activities	1	2	3	4	5
147. Availability of local resources to acquire equipment and materials to facilitate information utilization (e.g., microfiche reader(s), professional journals, etc.)	1	2	3	4	5
148. Released time for faculty to visit schools, school system(s) that have developed/ adopted/adapted innovative programs or practices	1	2	3	4	4
149. Time (during your regular work day) to devote to information utilization activities	1	2	3	4	5
150. Training for all staff members in information resource utilization	1	2	3	4	5
151. Comprehensive professional library/ resource center in your local school system	1	2	3	4	5
*** Other?					
________________	1	2	3	4	5
________________	1	2	3	4	5
________________	1	2	3	4	5

VI. To what extent are the conditions listed below present in your school system? (Please circle the number beneath the response that most closely corresponds to your feeling about each item.)

		Altogether Absent	Deficient	No Opportunity to Observe	Present To Some Extent	Extensive
152.	School system incentives to pursue graduate studies	1	2	3	4	5
153.	Ready access to curriculum specialist employed by school system	1	2	3	4	5
154.	Reasonable amount of time provided for planning and/or preparation	1	2	3	4	5
155.	Awareness of type/variety of information available for educational practitioner	1	2	3	4	5
156.	Limited recruitment/employment of persons from outside the community to fill vacancies in the system	1	2	3	4	5
157.	Significant amount of sharing/exchange of ideas within professional peer groups	1	2	3	4	5
158.	Limited opportunities for advancement (i.e., promotion)	1	2	3	4	5
159.	Limited local resources for purchasing needed instructional supplies/materials	1	2	3	4	5
160.	Immediate/quick access to information	1	2	3	4	5
161.	Demonstrated interest by superintendent/principal in improving the quality of the educational program	1	2	3	4	5
162.	Awareness of where to obtain needed information	1	2	3	4	5
163.	Individual participation in professional organizations/associations	1	2	3	4	5
164.	Strong community support (financial, moral, political, etc.) for school improvement efforts	1	2	3	4	5
165.	Evidence that administrators/supervisors use the best available current information in planning and decision making	1	2	3	4	5
166.	School system leadership's openness to new ideas	1	2	3	4	5

VI. Cont'd: To what extent are the conditions listed below present in your school system?

	Altogether Absent	Deficient	No Opportunity to Observe	Present To Some Extent	Extensive
167. Availability of consultant(s) services from outside the system	1	2	3	4	5
168. Personal assistance in securing needed information	1	2	3	4	5
169. Absence of a system-wide professional library/materials center	1	2	3	4	5
170. Teacher involvement in planning professional development/inservice experiences	1	2	3	4	5
171. Administrative/supervisory encouragement to update knowledge/skills/competencies	1	2	3	4	5
172. Team approach (i.e., involvement of all appropriate staff and faculty) in planning/decision-making/administration for all aspects of the educational program	1	2	3	4	5
173. Close proximity to a college or university	1	2	3	4	5
174. Personal assistance in interpreting and using information	1	2	3	4	5
*** Other					
______________________	1	2	3	4	5
______________________	1	2	3	4	5
______________________	1	2	3	4	5

VII. Indicate the extent of support/assistance that you have received from AIDS in each of the following areas in performing your linkage role.

	Extensive	Adequate	Limited	Inadequate	Very Deficient
175. Knowledge of types of information available from AIDS (e.g., data-bases, NDN exemplary programs, etc.)	1	2	3	4	5
176. Reports from AIDS concerning requests initiated by individuals in your school system.	1	2	3	4	5

VII. Cont'd: Indicate the extent of support/ assistance that you have received from AIDS in each of the following areas. . .

		Extensive	Adequate	Limited	Inadequate	Very Deficient
177.	Training in computerized retrieval techniques (i.e., "Hands on" experience on computer terminal)	1	2	3	4	5
178.	Understanding of potential uses/ applications that can be made of information available from AIDS	1	2	3	4	5
179.	Opportunities to attend regional/national meetings focusing upon information dissemination/diffusion	1	2	3	4	5
180.	Periodic updates from AIDS' staff (via telephone or memo) concerning new developments in AIDS' program, scheduled activities, etc.	1	2	3	4	5
181.	Materials (e.g., brochures, posters, A-V presentations) for use in promoting awareness of information available through AIDS	1	2	3	4	5
182.	Opportunities for participating in planning of AIDS' activities	1	2	3	4	5
183.	Directions/recommendations from AIDS concerning techniques for promoting awareness among personnel in your system	1	2	3	4	5
184.	Awareness and/or training sessions for personnel within your system conducted by AIDS' staff	1	2	3	4	5
185.	Attendance at "awareness conferences" designed to promote exemplary educational programs	1	2	3	4	5
186.	Skills in negotiating information requests (i.e., assisting users in stating and narrowing requests)	1	2	3	4	5
187.	Opportunities to visit school systems that have developed and/or adopted/adapted innovative practices	1	2	3	4	5
188.	Knowledge of the types of products available from AIDS (e.g., computer-printed annotated bibliographies, ERIC microfiche, etc.)	1	2	3	4	5

VII. Cont'd: Indicate the extent of support/ assistance that you have received from AIDS in each of the following areas. . .

	Extensive	Adequate	Limited	Inadequate	Very Deficient
189. Opportunities for sharing experiences with colleagues in other local systems who are serving in linkage role	1	2	3	4	5
190. Assistance from outside source (i.e., AIDS) in identifying major concerns and needs of system personnel	1	2	3	4	5
191. Directions/recommendations from AIDS for emphasizing information seeking and utilization within your local system	1	2	3	4	5
**** Other*					
____________________	1	2	3	4	5
____________________	1	2	3	4	5
____________________	1	2	3	4	5

Indicate the extent of support/ assistance you have received at the local system level in performing your linkage role.

	Extensive	Adequate	Limited	Inadequate	Very Deficient
192. School librarians' interest in/ commitment to information dissemination activities	1	2	3	4	5
193. Comprehensive professional library/resource center in your local school system	1	2	3	4	5
194. Released time for faculty to visit schools, school system(s) that have developed/ adopted/adapted innovative programs or practices	1	2	3	4	5
195. Local superintendent's interest in/commitment to information utilization activities	1	2	3	4	5
196. Training for all staff members in information resource utilization	1	2	3	4	5
197. Availability of local resources to acquire equipment and materials to facilitate information utilization (e.g., microfiche reader(s) professional journals, etc.)	1	2	3	4	5

VI. Cont'd. *Indicate the extent of support/assistance that you have received at the local system level. . .*

	Extensive	Adequate	Limited	Inadequate	Very Deficient
198. Network of building level linkers in your local system	1	2	3	4	5
199. Time (during your regular work day) to devote to information utilization activities	1	2	3	4	5
200. Building principals' interest in/commitment to information dissemination activities	1	2	3	4	5
** Other					
____________________	1	2	3	4	5
____________________	1	2	3	4	5
____________________	1	2	3	4	5

THANK YOU.

EXHIBIT E

MAJOR FINDINGS OF AIDS' SURVEYS OF LINKERS AND USERS IN SELECTED ALABAMA SCHOOL SYSTEMS

SPRING, 1979

EXECUTIVE SUMMARY

Introduction

In the spring of 1979, the Alabama Information and Development System (AIDS) staff designed and conducted two complementary surveys in an effort to obtain information that could be used to plan for improvements in AIDS' overall program of services for Alabama educators. More specifically, the findings and conclusions from these surveys were intended to assist in reviewing and improving the following components of AIDS' operation:

(1) Orientation and in-service training experiences for present and future AIDS' linkers;

(2) Expansion of linkage activities within systems currently participating in this program and to local systems that do not presently have AIDS' linkers;

(3) Refinement of communications networks between local linkers and the AIDS' office;

(4) Design of various types of awareness and in-service training sessions for potential users of AIDS' services;

(5) Delivery of information services to local educators throughout Alabama.

These survey efforts were ambitious ones, and thanks to the cooperation of the hundreds of respondents the purposes of the surveys were or are being realized. The AIDS' staff gratefully acknowledges the participation of all respondents and the cooperation of the local school superintendents in participating systems.

The summary which follows highlights major components of the surveys together with related findings. Complete summaries of survey results are available in the AIDS' office. Summaries of responses from individual participating systems are being provided for the system superintendent and linker(s).

Information Needs Prompting Survey Efforts:

To better serve the information and program needs of Alabama educators, AIDS' staff indentified a need for standardized information concerning:

1. Characteristics and needs of the individuals serving as local linkers;
2. Characteristics and needs of potential clients (local school personnel to be served by these linkers); and
3. Major other factors related to information seeking and knowledge utilization in these Alabama school systems.

These information needs guided the design of the two surveys discussed below.

Design and Administration of Surveys:

The AIDS' staff designed two separate survey instruments to collect needed information. The first, entitled *Survey of AIDS Local School System Linkers in Selected Alabama School Systems*, ("Linker Survey") consisted of 200 items dealing with six major areas of concern. This Survey was administered to 48 local school system staff members who were serving as AIDS' local linkers during the 1978-79 school year. Thirty-three (33) completed (and usable) surveys were returned to AIDS, representing a 69% return rate. These 33 surveys represented a total of 33 of the 45 school systems (73%) to which surveys were delivered.

The second survey, entitled *Information Needs and Uses of Alabama Educators: A Survey of Teachers and Administrators in Selected Local School Systems*, ("User Survey") consisted of 136 distinct items which constituted the eight major sections of this Survey. The User Survey was distributed to a total of 926 potential users in 21 selected school systems. Criteria used to select these 21 systems for participation related to the extent of their linkers' involvement in AIDS' linkage activities. The 926 potential respondents represented a random sampling of all staff members in these 21 systems. A total of 534 completed (and usable) survey instruments were returned, representing a 58% return rate. Major biographic characteristics of respondents are presented in Table 1.

The two surveys contained four common sections. Linker and user responses to the 31 items comprising these common sections were thus amenable to comparison during data treatment and analysis.

Activity, Knowledge and Proficiency Profiles of AIDS' Linkers Responding to Survey:

1. *Activity Profile*. To determine if the 33 individual linker respondents had similar job responsibilities in their respective local systems, the following question was posed (as Section I of the Linker Survey instrument): "Would you please tell us how frequently your regular job enables or causes you to become involved in the activities listed below?" Thirty-three activities were included for response on a scale from "usually daily" to "not at all." Linker responses to this section were used to develop the "Activity Profile of AIDS' Linkers" which is included as Table 2. Perhaps the most significant finding emerging from an analysis of responses to this section was that the individual respondents, all of whom had been initially designated by their local superintendents to serve in the linker capacity, did not respond randomly to items in this section; rather, the responses suggest a significant degree of commonality among tasks performed by these local educators.

2. *Knowledge Level Profile*. To determine the extensiveness of knowledge possessed by linker respondents concerning services and resources available through AIDS, linkers were asked to rate their personal knowledge relative to twelve (12) knowledge areas on a scale from "none" to "extensive." The results of this self-assessment presented in Table 3 suggested areas of need for future AIDS' training endeavors.

3. *Proficiency Level Profile*. Linker respondents were asked to rate their "proficiency level" for fifteen (15) competencies/skills that are related to the performance of the linker role using a scale from "no opportunity to assess" to "extensive." The "Proficiency Level Profile" emerging from these responses is presented as Table 4. Like the "Knowledge Level Profile," this suggested areas of need for additional AIDS' training.

TABLE 1

SUMMARY OF BIOGRAPHIC CHARACTERISTICS OF 534 RESPONDENTS TO AIDS' USER SURVEY

Variable	Number	Percentage of Total Number of Respondents
POSITION:		
Superintendent	*8*	*1.5%*
Principal	*138*	*25.8%*
Teacher	*356*	*66.7%*
Other	*30*	*5.6%*
No Response	*2*	*.4%*
ORGANIZATIONAL PLACEMENT:		
(K) 1-12	*58*	*10.9%*
Elementary School	*215*	*40.3%*
Middle School	*53*	*9.9%*
Junior High School	*47*	*8.8%*
Senior High School	*121*	*22.7%*
Other	*40*	*7.4%*
SEX:		
Male	*185*	*34.6%*
Female	*338*	*63.3%*
No Response	*11*	*2.1%*
AGE:		
20 - 29	*266*	*49.8%*
30 - 39	*131*	*24.5%*
40 - 49	*60*	*11.2%*
50 - 59	*56*	*10.5%*
60 or over	*20*	*3.7%*
No Response	*1*	*0.2%*

TABLE 1 continued

Variable	Number	Percentage of Total Number of Respondents
EDUCATION:		
Less than a B.A. or B.S. Degree	6	1.1%
B.A. or B.S. Degree	206	38.6%
M.A. or M.S.	260	48.7%
Ed. S.	55	10.3%
Ph. D. or Ed. D.	5	0.9%
No Response	2	0.4%
PROFESSIONAL EXPERIENCE IN EDUCATION (include current year):		
0 - 2 years	116	21.7%
3 - 5 years	109	20.4%
6 - 10 years	133	24.9%
11 or more years	171	32.0%
No Response	5	1.0%
YEARS EXPERIENCE IN PRESENT SYSTEM:		
0 - 2 years	164	30.7%
3 - 5 years	124	23.2%
6 - 10 years	120	22.5%
11 or more years	120	22.5%
No Response	6	1.2%

TABLE 2

ACTIVITY PROFILE OF AIDS' LINKERS*

Average Frequency of Involvement	Activity	Percentage of Respondents Reporting Some Involvement in Activity**
(Usually) Daily	*Performing routine duties*	*97%*
(At Least) Weekly	*Responding to requests for information*	*100%*
	Reading professional literature	*100%*
	Working with professional support personnel	*100%*
	Helping others resolve problems/ issues	*97%*
	Talking informally with classroom teachers	*97%*
	Initiating action	*94%*
	Reporting directly to superintendent	*88%*
	Making decisions at school system level	*82%*
(At Least) Monthly	***Influencing change***	***100%***
	Sharing innovative ideas/programs/ practices	***100%***
	Attending meetings of professional organizations/associations	***100%***
	Conducting or planning inservice activities	***100%***
	Discussing problems/sharing ideas with colleagues in other school systems	***97%***
	Communicating (in writing) with personnel throughout school system	***97%***
	Exploring/considering alternatives to existing programs/practices	***97%***
	Working with principals on special problems/projects	***94%***

Summary of responses to item numbers 1-33 (Section I) of linker survey

*****Includes sum of responses in four alternate response columns from "at least annually" to "usually daily"***

TABLE 2 continued

Average Frequency of Involvement	Activity	Percentage of Respondents Reporting Some Involvement in Activity**
(At Least) Monthly	*Responding to inquiries from the media and/or private citizens*	*94%*
	Developing curriculum	*91%*
	Recommending/approving purchases of materials	*91%*
	Working on "pet" projects	*88%*
	Advising teachers concerning teaching procedures/techniques	*88%*
	Researching topics/problems for system	*85%*
	Defending the status quo	*79%*
	Coordinating/administering (a) Federal program(s)	*79%*
	Supervising classroom teachers	*75%*
(At Least) Annually	*Attending State Department of Education meetings*	*97%*
	Selecting/engaging outside consultant	*91%*
	Attending local school board meetings	*85%*
	Developing/writing federal proposals	*73%*
	Participating in school system budgeting process	*61%*
	Reporting to Person One Level from Superintendent	*43%*
	Supervising principals	*43%*

TABLE 3

KNOWLEDGE LEVEL PROFILE OF AIDS' LINKERS*

Knowledge Area	Percentage Rating Knowledge Level "Extensive" or "Adequate"	Percentage Rating Knowledge Level "Inadequate" or "None"
Services provided by AIDS' Alabama Facilitator Project (NDN)	*91%*	*0*
Purposes of NDN (National Diffusion Network)	*85%*	*0*
Nature and scope of AIDS' services	*79%*	*0*
Type and variety of exemplary programs available through NDN (National Diffusion Network)	*70%*	*0*
Linkage process	*70%*	*0*
Content of ERIC (Educational Resources Information Center)	*64%*	*3%*
Potential uses/applications of information contained in ERIC	*61%*	*3%*
Alabama Resource File	*61%*	*0*
Change process	*48%*	*0*
National/regional sources for educational research and development information	*45%*	*6%*
Federal funding sources/possibilities	*45%*	*6%*
Dialog databases	*24%*	*21%*

**Report of linkers' responses to item numbers 74-85 (Part III) of linker survey.*

TABLE 4

PROFICIENCY LEVEL PROFILE OF AIDS' LINKERS*

Proficiency Area	Percentage Rating Proficiency Level "Extensive" or "Adequate"	Percentage Rating Proficiency Level "Inadequate" or "None"
Communicating (i.e., maintaining open personal communication with clients)	91%	0
Disseminating (i.e., sharing information with clients in a two-way process)	85%	0
Monitoring ideas (i.e., keeping abreast of recent educational practices and innovations)	67%	0
Planning (i.e., preparing for future needs and services)	67%	0
Helping clients use information packages received from AIDS	67%	0
Negotiating information requests (i.e., helping clients state and narrow information needs)	64%	3%
Analyzing information (i.e., determining the relevance of information to client problems)	61%	3%
Helping clients recognize need for information (i.e., assisting in identification of situations to which information could be profitably applied)	58%	0
Collecting and organizing information (i.e., securing and arranging information for client problems)	52%	6%
Managing conflicts (i.e., helping others resolve discord)	52%	3%
Influencing (i.e., promoting concepts and ideas for client utilization)	49%	3%
Analyzing information (i.e., translating client problems into informational and resource needs)	48%	3%

**Report of linkers' responses to item numbers 86-101 (Part III) of linker survey*

TABLE 4 continued

Proficiency Area	Percentage Rating Proficiency Level "Extensive" or "Adequate"	Percentage Rating Proficiency Level "Inadequate" or "None"
Marketing (i.e., promoting awareness of available services)	*42%*	*0*
Implementing (i.e., assisting clients to install a new procedure)	*36%*	*6%*
Producing (i.e., developing materials or procedures for client utilization)	*36%*	*18%*

Findings Relative to Personal Characteristics of Linkers.

Respondents were presented with 27 adjectives depicting personal traits, qualities and characteristics and were asked to indicate how well each described them (on a scale from "extremely" to "not at all"). Of these 27 traits, "approachable" was the one which the greatest number of respondants felt "extremely" or "very" characteristic of themselves. A distant second, "self-directed" was viewed by 85% of the respondents to be "extremely" or "very" characteristic of their own behavior. Following these two in the top ranking were "responsive" (79%), "resourceful" (76%), "flexible" (76%), "impartial" (76%), and "task-oriented" (76%). The characteristics which the greatest number of linkers indicated to be "not at all" characteristic of themselves were "complacent" (49%), "non-directive" (18%), "authoritarian" (12%) and "political" (12%).

These same 27 traits were presented to the user respondents who were asked to rate each in terms of the relative importance (from "extremely" to "not at all") of each for an individual who is responsible for assisting educators in obtaining and using information. Six characteristics were rated by 90% or more of the user respondents as "extremely" or "very" important for such an individual. These were "resourceful" (96%), "helpful" (95%), "responsive" (93%), "approachable" (92%), "enthusiastic" (90%), and "productive" (90%). The characteristics which the greatest number of users rated "not at all" important were "impatient" (78%), "complacent" (50%) and "political" (45%).

Table 5 summarizes and compares linkers' and users' ratings of these 27 traits. A close examination of this table reveals a high degree of correspondence between linkers' and users' preferences regarding traits of a model linker. Only two of the ten characteristics receiving the highest ratings from users failed to be included among the traits receiving the highest ratings from linkers. These two, "innovative" and "insightful," were replaced by "self-directed" and "task-oriented" among the linkers "top ten."

Findings Related to Factors Affecting Information Usage:

Both user and linker respondents were asked to indicate the extent to which the existence of 23 identified factors would affect their own (in the case of users) or "other educators" ' (in the case of linkers) tendency to seek and use information (Section IV of Linkers' Survey and Section VII of User Survey). Linker and user responses to these 23 items are summarized and compared in Table 6.

Findings Concerning Users' and Linkers' Perceptions of School System Characteristics:

To determine the extent to which certain factors which may relate to "educators' tendency to seek and use the best available current knowledge" exist in the local systems surveyed, both linker and user respondents were asked: "To what extent are the conditions listed below present in your school system?" Responses to each of the 23 items are presented in Table 7.

Sources of Information:

Respondents to "User Survey" were asked to indicate the extent to which they personally relied upon ten potential information sources (Section II of "User Survey"). Alternate responses ranged from "extensive" to "not at all." Averaging of all user responses yielded the following rank ordering o f sources (from those used "most" to "least" extensively): (1) Discussions with teachers in your school/school system; (2) Reading professional journals/publications: (3) Participating in school system professional development (inservice) experiences; (4) Discussions with administrators/ supervisors in your school/school system, (5) Attending meetings sponsored by

TABLE 5

COMPARISON OF LINKERS' SELF-PROFILE WITH USERS' PROFILE OF "IDEAL" LINKER*

Trait/Quality/ Characteristic	Percentage Rating Item "Extremely" or "Very" Characteristic or Important		Percentage Rating Item "Not At All" Characteristic or Important	
	Linkers	Users	Linkers	Users
Approachable	*94%*	*92%*	*0*	*0*
Articulate	*52%*	*63%*	*0*	*1%*
Authoritarian	*0*	*19%*	*12%*	*22%*
Candid	*36%*	*51%*	*0*	*2%*
Complacent	*0*	*16%*	*49%*	*45%*
Enthusiastic	*73%*	*90%*	*0*	*1%*
Flexible	*76%*	*33%*	*0*	*1%*
Forceful	*43%*	*26%*	*0*	*13%*
Helpful	*70%*	*95%*	*0*	*1%*
Idealistic	*43%*	*34%*	*0*	*11%*
Impartial	*76%*	*76%*	*3%*	*4%*
Impatient	*21%*	*6%*	*6%*	*73%*
Influential	*24%*	*55%*	*3%*	*4%*
Innovative	*42%*	*82%*	*0*	*1%*
Insightful	*61%*	*76%*	*0*	*1%*
Judgemental	*18%*	*28%*	*0*	*20%*
Non-Directive	*6%*	*8%*	*18%*	*35%*
Opinionated	*12%*	*10%*	*6%*	*32%*
Persuasive	*42%*	*32%*	*0*	*8%*
Persistent	*64%*	*38%*	*0*	*10%*
Political	*18%*	*7%*	*12%*	*45%*
Productive	*70%*	*90%*	*0*	*1%*
Resourceful	*76%*	*96%*	*0*	*0*
Responsive	*79%*	*93%*	*0*	*0*
Self-Directed	*85%*	*66%*	*0*	*3%*
Task-Oriented	*76%*	*64%*	*0*	*2%*
Unemotional	*12%*	*19%*	*3%*	*24%*

**Report of linkers' responses to item numbers 34-60 (Part II) of linker survey and of users' responses to item numbers 36-62 (Part IV) of user survey*

TABLE 6

COMPARISON OF USERS' AND LINKERS' PERCEPTIONS OF FACTORS AFFECTING EDUCATORS' INFORMATION USAGE

Factor	Percentage Responding "Strongly Motivates" or "Encourages/Promotes"		Percentage Responding "Interferes" or "Greatly Inhibits/Discourages"	
	Users	Linkers	Users	Linkers
Awareness of type/variety of information available for educational practitioner	*85%*	*85%*	*2%*	*0*
Awareness of where to obtain needed information	*90%*	*85%*	*2%*	*0*
Administrative/supervisory encouragement to update knowledge/skills/competencies	*80%*	*82%*	*2%*	*0*
Personal assistance in securing needed information	*88%*	*91%*	*2%*	*0*
Personal assistance in interpreting and using information	*80%*	*94%*	*2%*	*0*
Immediate/quick access to information	*88%*	*94%*	*2%*	*0*
Evidence that administrators/supervisors use the best available current information in planning and decision making	*79%*	*85%*	*2%*	*0*
School system incentives to pursue graduate studies	*77%*	*94%*	*3%*	*0*
Reasonable amount of time provided for planning and/or preparation	*86%*	*85%*	*5%*	*0*
Limited opportunities for advancement (i.e., promotion)	*25%*	*15%*	*40%*	*52%*
Close proximity to a college or university	*75%*	*82%*	*3%*	*0*
Individual participation in professional organizations/associations	*68%*	*61%*	*3%*	*3%*
School system leadership's openness to new ideas	*84%*	*94%*	*3%*	*0*

TABLE 6 continued

Factor	Percentage Responding "Strongly Motivates" or "Encourages/Promotes"		Percentage Responding "Interferes" or "Greatly Inhibits/Discourages"	
	Users	Linkers	Users	Linkers
Absence of a system-wide professional library/materials center	*21%*	*24%*	*15%*	*70%*
Ready access to curriculum specialist employed by school system	*64%*	*70%*	*10%*	*9%*
Limited recruitment/employment of persons from outside the community to fill vacancies in the system	*21%*	*9%*	*24%*	*27%*
Availability of consultant(s) services from outside the system	*61%*	*79%*	*6%*	*3%*
Teacher involvment in planning professional development/inservice experiences	*83%*	*88%*	*3%*	*0*
Limited local resources for purchasing needed instructional supplies/materials	*24%*	*6%*	*57%*	*79%*
Demonstrated interest by superintendent/principal in improving the quality of the educational program	*89%*	*94%*	*3%*	*0*
Team approach (i.e., involvement of all appropriate staff and faculty) in planning/decision-making/administration for all aspects of the educational program	*78%*	*97%*	*4%*	*0*
Strong community support (financial, moral, political, etc.) for school improvement efforts	*85%*	*94%*	*5%*	*0*
Significant amount of sharing/exchange of ideas within professional peer groups	*87%*	*97%*	*3%*	*0*

TABLE 7

COMPARISON OF USERS' AND LINKERS' PERCEPTIONS OF SCHOOL SYSTEM CHARACTERISTICS

Characteristic	Percentage Responding "Altogether Absent" or "Deficient"		Percentage Responding "Present to Some Extent" or "Extensive"	
	Users	Linkers	Users	Linkers
School system incentives to pursue graduate studies	*21%*	*27%*	*72%*	*73%*
Ready access to curriculum specialist employed by school system	*38%*	*30%*	*48%*	*68%*
Reasonable amount of time provided for planning and/or preparation	*38%*	*13%*	*59%*	*82%*
Awareness of type/variety of information available for education practitioner	*29%*	*15%*	*53%*	*85%*
Limited recruitment/employment of persons from outside the community to fill vacancies in the system	*24%*	*27%*	*43%*	*0*
Significant amount of sharing/exchange of ideas within professional peer groups	*19%*	*21%*	*73%*	*79%*
Limited opportunities for advancement (i.e., promotion)	*43%*	*27%*	*44%*	*64%*
Limited local resources for purchasing needed instructional supplies/materials	*32%*	*33%*	*54%*	*64%*
Immediate/quick access to information	*34%*	*37%*	*52%*	*73%*
Demonstrated interest by superintendent/principal in improving the quality of the educational program	*10%*	*0*	*83%*	*97%*
Awareness of where to obtain needed information	*10%*	*15%*	*63%*	*82%*
Individual participation in professional organizations/associations	*12%*	*15%*	*79%*	*79%*

TABLE 7 continued

Characteristic	Percentage Responding "Altogether Absent" or "Deficient"		Percentage Responding "Present to Some Extent" or "Extensive"	
	Users	Linkers	Users	Linkers
Strong community support (financial, moral, political etc.) for school improvement efforts	*31%*	*27%*	*61%*	*68%*
Evidence that administrators/supervisors use the best available current information in planning and decision making	*14%*	*18%*	*66%*	*76%*
School system leadership's openness to new ideas	*14%*	*6%*	*78%*	*88%*
Availability of consultant(s) services from outside the system	*22%*	*15%*	*24%*	*79%*
Personal assistance in securing needed information	*22%*	*15%*	*64%*	*82%*
Absence of a system-wide professional library/materials center	*41%*	*39%*	*44%*	*58%*
Teacher involvement in planning professional development/inservice experiences	*15%*	*9%*	*75%*	*88%*
Administrative/supervisory encouragement to update knowledge/skills/competencies	*11%*	*3%*	*79%*	*97%*
Team approach (i.e., involvement of all appropriate staff and faculty) in planning/decision-making/administration for all aspects of the educational program	*24%*	*18%*	*63%*	*73%*
Close proximity to a college or university	*14%*	*3%*	*80%*	*97%*
Personal assistance in interpreting and using information	*28%*	*9%*	*59%*	*82%*

professional organizations/associations, (6) Enrolling in college/university courses and/or special workshops, (7) Attending meetings/conferences/workshops sponsored by State (and/or Federal) education agencies, (8) Discussions with educators in other school systems, (9) Informal contacts with university/college faculty, (10) Contacts with State Department of Education consultants.

Factors Inhibiting Information Use:

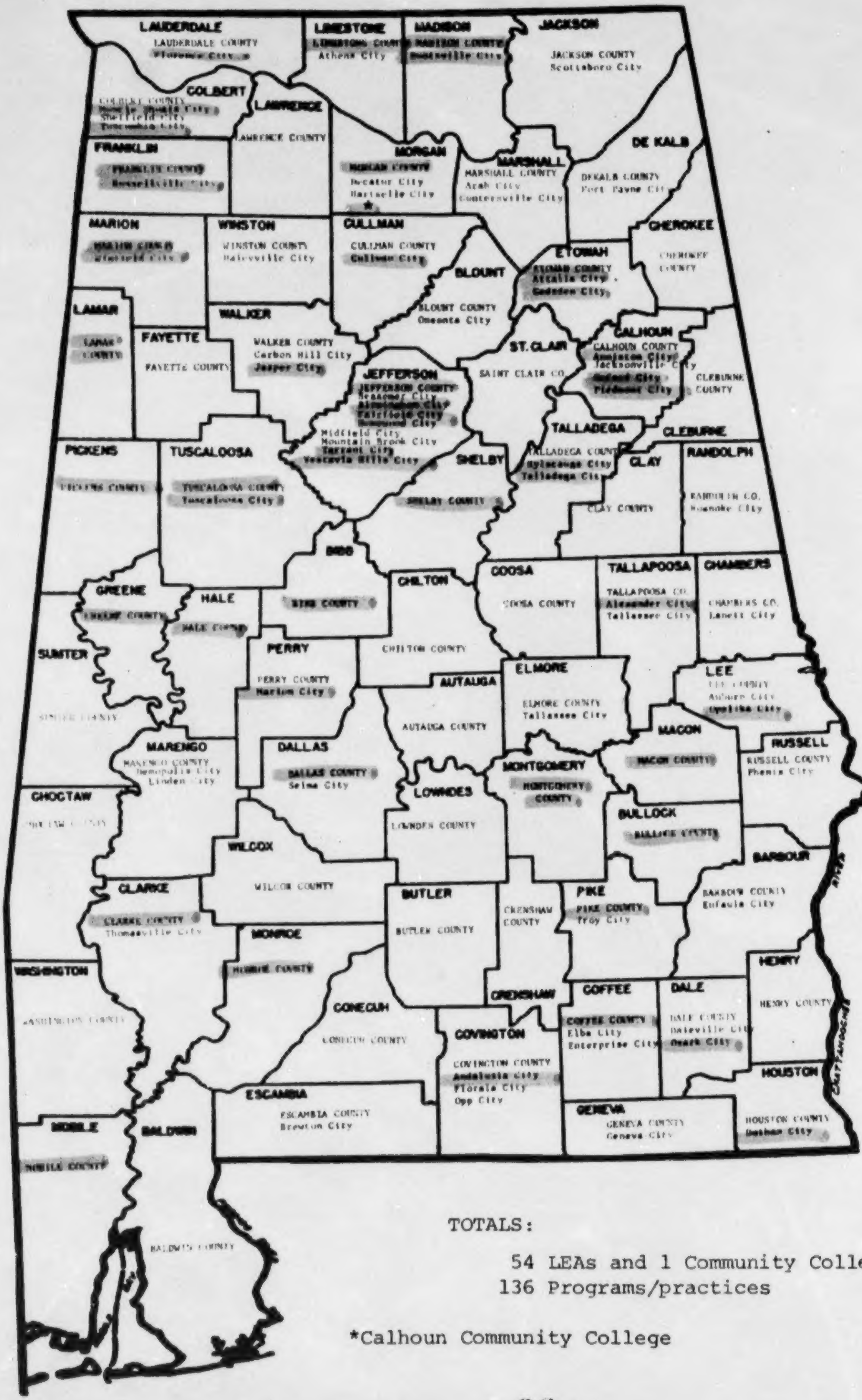
User respondents were asked the extent to which eight factors interfered with their ability to "secure and use the best available current information in the performance of their professional responsibilities" (Section III of Survey). Alternate responses presented were "greatly interferes," "interferes somewhat," and "does not interfere." Responses were averaged and the following rank ordering emerged (from "greatly interferes" to "does not interfere"): (1) Lack of knowledge concerning what current information is available, (2) Don't have access to information when I need it, (3) Not enough time to read and use information even if I were able to obtain it, (4) Too time-consuming to make request for needed information, (5) Don't know where to go or whom to ask for help in securing needed information, (6) Limited access to professional journals and other literature, (7) Personal inability to recognize occasions when I can benefit from use of available current information, (8) Lack of personal conviction that information emerging from research and development efforts or other educators' experiences can help me.

Roles/Positions of Individuals whom Potential Users would Approach for Help in Obtaining and Using Information:

User respondents were asked the likelihood of their seeking assistance from ten given individual sources (Section IV-B). Alternate responses ranged from "extremely" to "not at all" likely. Again, responses of all users were averaged to obtain the following rank ordering (from "extremely" to less likely): (1) Teacher in your school; (2) Teacher in your school system, (3) Building principal, (4) School librarian, (5) School system instructional consultant, (6) Colleague in another school system; (7) Superintendent; (8) Central office administrator (other than superintendent); (9) University consultant/faculty member, and (10) State Department of Education consultant.

EXHIBIT F

School Systems Submitting Local Programs and Practices to the Alabama Resource File (1978-81)


LAUDERDALE
LAUDERDALE COUNTY
Florence City
LIMESTONE
LIMESTONE COUNTY
Athens City
MADISON
MADISON COUNTY
Huntsville City
JACKSON
JACKSON COUNTY
Scottsboro City
COLBERT
COLBERT COUNTY
Muscle Shoals City
Sheffield City
Tuscumbia City
LAWRENCE
LAWRENCE COUNTY
FRANKLIN
FRANKLIN COUNTY
Russellville City
MORGAN
MORGAN COUNTY
Decatur City
Hartselle City
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MARSHALL
MARSHALL COUNTY
Arab City
Guntersville City
DE KALB
DEKALB COUNTY
Fort Payne City
MARION
MARION COUNTY
Winfield City
WINSTON
WINSTON COUNTY
Haleyville City
CULLMAN
CULLMAN COUNTY
Cullman City
CHEROKEE
CHEROKEE COUNTY
ETOWAH
ETOWAH COUNTY
Attalla City
Gadsden City
BLOUNT
BLOUNT COUNTY
Oneonta City
LAMAR
LAMAR COUNTY
FAYETTE
FAYETTE COUNTY
WALKER
WALKER COUNTY
Carbon Hill City
Jasper City
ST. CLAIR
SAINT CLAIR CO.
CALHOUN
CALHOUN COUNTY
Anniston City
Jacksonville City
Oxford City
Piedmont City
CLEBURNE COUNTY
JEFFERSON
JEFFERSON COUNTY
Bessemer City
Birmingham City
Fairfield City
Homewood City
Midfield City
Mountain Brook City
Tarrant City
Vestavia Hills City
TALLADEGA
TALLADEGA COUNTY
Sylacauga City
Talladega City
CLEBURNE
PICKENS
PICKENS COUNTY
TUSCALOOSA
TUSCALOOSA COUNTY
Tuscaloosa City
SHELBY
SHELBY COUNTY
CLAY
CLAY COUNTY
RANDOLPH
RANDOLPH CO.
Roanoke City
BIBB
BIBB COUNTY
CHILTON
CHILTON COUNTY
COOSA
COOSA COUNTY
TALLAPOOSA
TALLAPOOSA CO.
Alexander City
Tallassee City
CHAMBERS
CHAMBERS CO.
Lanett City
GREENE
GREENE COUNTY
HALE
HALE COUNTY
SUMTER
SUMTER COUNTY
PERRY
PERRY COUNTY
Marion City
ELMORE
ELMORE COUNTY
Tallassee City
AUTAUGA
AUTAUGA COUNTY
LEE
LEE COUNTY
Auburn City
Opelika City
MARENGO
MARENGO COUNTY
Demopolis City
Linden City
DALLAS
DALLAS COUNTY
Selma City
MACON
MACON COUNTY
RUSSELL
RUSSELL COUNTY
Phenix City
CHOCTAW
CHOCTAW COUNTY
LOWNDES
LOWNDES COUNTY
MONTGOMERY
MONTGOMERY COUNTY
BULLOCK
BULLOCK COUNTY
WILCOX
WILCOX COUNTY
BARBOUR
BARBOUR COUNTY
Eufaula City
CLARKE
CLARKE COUNTY
Thomasville City
BUTLER
BUTLER COUNTY
CRENSHAW COUNTY
PIKE
PIKE COUNTY
Troy City
RIVER
MONROE
MONROE COUNTY
WASHINGTON
WASHINGTON COUNTY
HENRY
HENRY COUNTY
CRENSHAW
COFFEE
COFFEE COUNTY
Elba City
Enterprise City
DALE
DALE COUNTY
Daleville City
Ozark City
CONECUH
CONECUH COUNTY
COVINGTON
COVINGTON COUNTY
Andalusia City
Florala City
Opp City
CHATTAHOOCHEE
HOUSTON
HOUSTON COUNTY
Dothan City
ESCAMBIA
ESCAMBIA COUNTY
Brewton City
GENEVA
GENEVA COUNTY
Geneva City
MOBILE
MOBILE COUNTY
BALDWIN
BALDWIN COUNTY

TOTALS:

54 LEAs and 1 Community College
136 Programs/practices

*Calhoun Community College